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ABSTRACT

This report describes a study which was made by the Central Library of Rochester Public Library to determine how Central could best serve the needs of young adults and encourage them to be library users after financial cutbacks forced the closing of their Teen Lounge. Data were gathered in the period from August 1977 to May 1978 through staff interviews and a series of questionnaires completed by young adults in Monroe County libraries and community libraries, secondary school students, and teenage non-users in a shopping mall. The report is divided into six major parts: (1) a description of young adults and their characteristics, (2) the information needs/library needs of young adults, (3) young adult use of Central Library, (4) an evaluation of the resources and services of Central Library, (5) a discussion of what exists versus what is needed, and (6) recommendations for action. Appendices include copies of the interview guide and three questionnaires, together with methodology statements and a synopsis of the findings for all of the data gathering instruments. (JD)

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FINAL REPORT OF THE

PIONEER LIBRARY SYSTEM

LSCA #78-19 CENTRAL LIBRARY YOUNG ADULT STUDY PROJECT

Submitted by
Bonnie Gratch
Project Director
June 30, 1978

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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ROCHESTER PUBLIC LIBRARY
YOUNG ADULT STUDY
FINAL REPORT

I. INTRODUCTION

Ever since financial cutbacks forced the closing of the Teen Lounge in the Central Library of Rochester Public Library in July 1976, the staff and administration have wanted to know how Central could best serve the needs of young adults and encourage them as library users. Information is needed about who they are; how, when and why they use Central; what problems they encounter; what are their information needs; and how does Central's resources meet these needs. This study, which covered the period August 1977 to May 1978, was addressed to these concerns, with the expressed purpose of producing recommendations that would be used for service and program planning. The project was financed by grants in 1977 and 1978 from the Library Services and Construction Act.

The need to accomplish investigative research of young adult library use cannot be denied. Throughout the literature examined, many references were found pointing to the value of determining information needs of young adults and making current library YA services more responsive to young adult needs. Many RPL/MCLS staff indicated during interviews or on a questionnaire their concern that if young adult needs are not properly acknowledged, all the effort that children's services devote to getting them interested in reading will be wasted once they no longer need to use libraries for school-related reasons. A statement from the ALA/YASD's manual, Directions for Library Service to Young Adults, discusses this concern:

> "Young adults compose roughly one-fifth of the total population, but for many libraries, they form a majority of the users. It is, of course, in the role of student that most young people use libraries, but the purpose of this manual is to present a rationale and a model for serving the needs of the whole person, whether those needs are related to the pursuit of formal education or to the search for personal growth and well being. The young adult whose experience with libraries has been positive will become the

citizen most likely to continue to use and support libraries. A commitment to good service for youth, therefore, becomes an investment in the community's and the library's future.

While growing up has never been an easy task, the social climate of the last decade has exacerbated the problem. The 1970 White House Conference on Children pointed out that millions of our children are turning to drugs; venereal disease rates are soaring; teen suicide rate is shocking; FBI reports show the juvenile crime rate hitting record highs*...Thus community institutions face an enormous challenge, requiring first and foremost a commitment to a concerted attack on the problem, drawing on all available skills and services in the community." 1

However, a 1970 study of Y/A services of all public libraries in New Jersey showed that libraries were slanting their in-library service either away from young adults or toward only the school-related needs of young adults; that service to young adults was ranked lower than to adults or children; that most service to young adults is reference rather than recreational programming or reader's advisory; and that the majority of the librarians felt that young adults needed more attention. 2

Does a similar situation exist in N.Y. State and in RPL/MCLS? The winter 1978 issue of the N.Y. State Library's The Bookmark provides an indication that N.Y. State supports quality young adult services. The entire issue** is devoted to Y/A services, especially the kind of services that involve young adults in the planning and services that stimulate reading and personal development.

* Information about local young adults similar to this national description appears in Chapter III.

** This issue is highly recommended for all staff to read.

Since a study of YA services in the entire RPL/MCLS system is outside the scope of this study (although some pertinent comments will be included throughout this report), just how did this researcher go about obtaining the necessary data and information to respond to the objectives of this study.

II. METHODOLOGY

Although an extensive literature search was carried out for the period 1969 to present, and correspondence was initiated with YA divisions of state and national library associations inquiring about current or recent research studies of a similar nature, nothing was located that completely matched the situation and objectives of this study. However, much important information from other relevant research studies and literature dealing with YA services was located that will be referred to throughout this report.

The specific methods of primary data collection used to meet the objectives of this study represent a variety of techniques. They are charted along with the study's objectives on the following two pages.

YOUNG ADULT STUDY

OBJECTIVES	SOURCE OF DATA INPUT	DATA COLLECTION FORM	COLLECTION DATES
1. Ascertain Central staff's views about young adults; usage in their division; YA collection and development of collection; services in divisions.	Division heads and division public service staff, consultants, assistant directors, and former director of RPL, and other staff associated with former Teen Lounge or Y/A services, and most high school pages.	"Staff Interview" form. Approximately 45 staff interviews (some individual and some group) were conducted by project director.	9/77 and 3/78
2. Ascertain demographic/socio-economic characteristics of inner-city youth, city youth and county youth.	Census and local data reported in research studies. Updated by interviews with appropriate staff from youth agencies and planning agencies.	Notes, charts, tables, interview notes.	8/22-9/30/77
3. Collect input regarding YA needs, problems, services, lacks in service, etc. from selected community youth agency people and representatives of alternative schools.	Community youth agency personnel and alternative school personnel.	Personal interviews by phone or in-person conducted by project director.	9/77-3/78
4. Collect statistics on phone and walk-in use made by young adults in Central.	Young adults in Central or phoning Central.	"Patterns of information requests" form. Collected by division staff.	10/3-10/8/77 and 3/27-4/1/78
5. Collect statistics and observations on in-house use of Central by young adults.	Young adults in Central.	"Head-Count and Observations" form collected by project director.	10/3-10/8/77
6. Ascertain young adult usage of Central, their reasons for using, how they use it, their information needs, degree of satisfaction, etc.	Young adults in Central.	Self-administered questionnaire. Project director and 2 assistants monitoring.	11/21-12/3/77
7. Follow-up of in-house questionnaire of young adult users of Central to ascertain in more detail why they don't ask for help, the problems they encounter, and their general usage patterns.	Young adults in Central.	"Interview-Questionnaire" form. Approx. 150 conducted by project director.	2/78, 3/78 4/78

OBJECTIVE	SOURCE OF DATA INPUT	DATA COLLECTION FORM	COLLECTION DATES
8. Ascertain community librarians' expectations of Central's role; their resources, services and activities for young adults; statistics on Y/A populations served, etc.	All librarians in Monroe County public libraries.	Mail-out questionnaire with follow-up and on-site observations for selected libraries.	10/77 and 3/78
9. Collect further input from in-library young adults regarding their use of community libraries and Central, their knowledge of and use of I.L.L. and their potential interest in programming.	Young adults in 11 community libraries.	Self-administered questionnaire.	3/13-3/18/78
10. Ascertain the existence and quality of junior and senior high school libraries in Monroe County.	Coordinators for library services in Rochester and Monroe Co. school districts.	Phone interviews conducted by project director.	2/78 and 5/78
11. Collect input from a representative outside-of-library sample of young adults (particularly non-users) regarding their needs, interests, reading habits, use/non-use of public libraries, etc.	Junior and senior high school students from 5 secondary schools.	Self-administered questionnaire, monitored by teachers and in 2 schools by project director. Midtown Plaza sample monitored by project director and Y/A consultant.	4/78
12. Evaluate Central's collection (print and non-print) vis-a-vis young adult materials.	YA consultant, A/V consultant, RAVD staff, division staff, and use of "Best Books" lists.	Interviews, personal observations, and notes.	3/78 and 4/78

The design of all the data collection instruments (questionnaires, interviewing forms, and statistics recording forms) was created by this researcher. Copies of these forms, explanatory material about them, and statements of the methodology used for the design of each survey are found in the Appendix. Pre-testing was accomplished for all questionnaires used.

A very brief discussion of survey research is in order at this point. Largely because of the inherent difficulties in survey research--i.e., drawing a sample, chance of respondent error in completing self-administered questionnaire, low response rate, survey location influencing response, etc.--this researcher has attempted to draw larger samples than may have been necessary to make certain that the findings are valid, reliable, and representative of young adult library users in Monroe County. In addition, an attempt was made to survey young adults in as many environments as possible--inside Central, in selected community libraries, in secondary schools, and in Midtown Shopping Plaza--in order to counterbalance the influence that the location might have on response.

The self-administered questionnaire was utilized in all cases because of limitations of staff time. This researcher is aware of the advantages and disadvantages of self-administered questionnaires--the primary advantage is the ability to obtain input from a large quantity of young adults, and the primary disadvantage is the chance of respondent error is increased. For all three questionnaires designed for use by young adults, the response rate was high and the percentage of questionnaires that were not processed because of not being properly completed was very low. This researcher feels that the overall

findings of all questionnaires are reliable sources from which to obtain data for planning decisions. The only unrepresentative, and therefore unreliable, survey effort is the data collected from the non-users that were identified in the secondary school sample and the Midtown Plaza sample. The number of respondents so identified (50) is just too small to be representative.

Since no monies had been allocated for computer time for data processing,* all processing and analysis was accomplished by this researcher with the helpful assistance of one part-time CETA assistant and on two separate occasions, the assistance of two other CETA employees for questionnaire tabulation.

A synthesis of the results and findings from all these data collection sources is the basis for this report. Organization of the presentation is divided into these chapters:

III. WHO ARE THE YOUNG ADULTS?

IV. WHAT ARE THE INFORMATION NEEDS/LIBRARY NEEDS OF YOUNG ADULTS?

V. YOUNG ADULT USE OF CENTRAL

VI. EVALUATION OF CENTRAL

VII. WHAT EXISTS vs WHAT IS NEEDED: POSSIBLE GAPS/LACKS

VIII. RECOMMENDATIONS FOR ACTION

*An attempt was made to have the secondary school questionnaires processed by the SUNY-Brockport's Sociology Department's computer processing unit, which operates a free service of computer processing of survey research. However, insufficient time was allowed by this researcher to meet the deadlines established by the computer processing unit.

III. WHO ARE THE YOUNG ADULTS?

Definition

This researcher operated without a clear definition of "young adult" for about half of the study; in fact, two different age ranges were used for the three major surveys in order to arrive at some sort of age or grade level-based definition of "young adult."* The most recent meeting of YASD/ALA at mid-winter 1978 focused on the problem of defining more specifically young adults. Although it is functionally possible to define young adults as the equivalent of seventh through twelfth grade (usually 12-18 years of age), this researcher prefers the definition previously offered by YASD/ALA: young adult is the equivalent of adolescent, beginning with the onset of physical maturation and ending with the young person's identification with and choice of an adult role in society.[3]

Another developmental approach to defining young adults was found in a local study of the west side of Rochester:

> "...Adolescents must operate in a twilight zone that lies between childhood, where parents are in control and adult independence, where the individual is responsible for his decisions. Within this twilight zone, the adolescent must disentangle himself from the family, develop bisexual relationships, become educated, choose a career, and for many west side youth, build a nuclear home of their own. The adolescent must accomplish these goals with minimal guidance from the community or the family. Youth are, to a large extent, isolated from the adult community." [4]

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*The in-house Nov./Dec survey included ages 10-20. The findings indicate that college students and 5th and 6th graders should not be considered as part of Central's young adult users since college students tended to use Central less regularly than other student groupings; they tended to use it almost exclusively for course-related reasons; and they tended to be more skilled in using it. Fifth and sixth graders, although they may be more sophisticated library users than in years past and are using all the divisions, are adequately served by the Children's Room. All other surveys used the definition 7th-12th grades or 12-18 years of age.

Many variations can be found in the literature ranging from the ages 12-17, 13-17, 13-18, 13-20, 13-22, etc. Review publications, if they segregate by age or grade, usually do it by the category "junior high and up". For Centrals purposes this researcher recommends the general definition of junior high through senior high which is roughly equivalent to ages 12-18, although variation occurs due to the maturation level of the individual.

CHARACTERISTICS OF LOCAL YOUNG ADULTS

Most all the information about the characteristics and general needs of local young adults was obtained from the excellent two-volume report Planning for Youth Services in Monroe County (1976) by the Center for Governmental Research, Rochester, N.Y.[5] This research study and planning document was carried out for the Rochester-Monroe County Youth Bureau.

Similar to other segments of Rochester's population, the young adult population is on the decline in the City of Rochester but on the increase in the suburban towns around Rochester. Predictions made by the Department of Community Development's Bureau of Planning state that between 1970-1980, "Rochester's population...will be maintained at its current level through aggressive City development efforts aimed toward enhancing the attractiveness, safety, and comfort of city living."[6]

What is apparent, then, is that although the population of Rochester is not expected to grow, there is a strong commitment to maintain the current level of population by working toward improving the quality of life. However, it is also noted in the previously mentioned report on development objectives that the population base is changing: small households of one or two persons

are displacing larger family units. This aspect will, of course, influence future community development. But what are the demographic and socio-economic characteristics of Rochester's and Monroe County's young adults?

There are approximately 146,260 young adults (19% of the total population) between the ages of 10 to 20 in Monroe County*; 108,305 between the ages of 10 to 17; and 54,135 between the ages of 14-17. It is impossible to obtain records that exactly correspond to this report's age definition of young adult (12-18) since no agency provides data for that exact age range. In the City of Rochester there are approximately 48,980 (17% of the total population) between the ages of 10-20; 33,575 between the ages of 10-17; and 16,580 (6% of total) between the ages of 14-17. This last figure compares quite closely to the 1976 secondary public school enrollment figure of 16,491. When the parochial schools' enrollment figures are included for grades 7-12, the figure jumps to about 21, 570 (8% of total).

Of these young people who live in Rochester, the ethnic distribution is approximately 3% American Indian, 40% Black, 3% Oriental, and 7% Spanish surnamed. Looking more closely at the inner city area which is roughly equivalent to the CAM districts (Community Analysis Model) Central Business District, the Model Cities District, and the Madison District,** it is found that the percentages of ethnic minorities are greatest in those districts.

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*Based on 1974 Monroe County Planning documents and city and county school district enrollment reports as reported in the report Planning for Comprehensive Youth Services in Monroe County.

**See the maps on pgs. 41-43 of the Appendix.

A statistical profile of the inner city youth reveals that these three districts show higher and in many cases the highest rates for various statistical indicators that reflect negatively on the quality of life in the inner city. Arrest rates and victimization rates for the 16-20 age range are the highest in the inner city; the drop-out rate and long-term suspension rate is on the increase for the youth living in the inner city; the inner city has the highest percentage of substandard housing; youth living in the Model Cities and Madison districts account for over 50% of the reported cases of gonorrhea and syphillis; the highest birth rate to females under 20 and highest rate of abortion for under 20 are for the inner city; and Madison District and the 19th Ward have the greatest percentage of 16-21 year old males who are not in high school or high school graduates but who are unemployed or not in the labor force. These kinds of indicators, plus others not included, are all aspects of a typically urban inner-city pattern of which Rochester is no exception: Rochester's inner city has the highest percentage of single parent households with children under 18, with the lowest median family income and the highest percentage of families below the poverty line. What does all this mean for libraries?

Libraries in Monroe County must be aware of three important phenomena when planning decisions for young adult services: 1. the young adult population will not increase in the City of Rochester although it has and may continue to be on the increase until the early 1980's in the suburban areas surrounding Rochester; 2. the composition and characteristics of the City young adult population is diverse with a significantly high ethnic minority portion; 3. there are a number of geographic areas in Rochester which experience the greatest amount of youth problems, largely reflective of the lower socio-economic char-

acteristics of the population in these areas. What about the young adults who live around Central or who use Central?

CENTRAL'S YOUNG ADULT POPULATION

Young adult users of Central come from all over Monroe County; however, the majority live and attend schools in Rochester. In fact, the two week survey of young adult users of Central revealed that 61% of the respondents both live and attend school within the City of Rochester.* During vacation periods, Saturdays, and to a lesser degree weekday evenings, the number of young adult users who come from the towns surrounding Rochester increases, noticeably from Brighton, Greece and Irondequoit. Personal interviews reveal the same finding: the majority of Central's users are from Rochester.

The overwhelming majority of Central's young adult users are white students, particularly from the senior high grades 10th-12th, with a nearly equal number of males and females. Comparing these survey findings to the young adult population who live in the nearby area and/or who attend an educational program near Central provides a more comprehensive view of Central's more frequent young adult users and potential users.

According to the 1974 population figures for the Central Business District,** which is the CAM district that surrounds Central, only 265 young adults between the ages of 10-17 reside in this area. If the 18-20 year olds are included, the figure increases to 530. For the 10-17 age grouping, the 1974 figure of 265

*The City of Rochester as used in this report is synonymous with the political entity, not the postal mailing area.

**See the map on p. 44 of the Appendix.

represents a decrease in population of -114.1% since the 1970 federal census. If the decline has continued, there are even less than 265 young adults living in the area near Central. Exactly where they live is not known to this researcher, although some young adult users revealed during interviews that they live in the neighborhood between Monroe High School and the inner loop.

There is little chance to overturn this pattern of declining population. According to Richard Rosen of the Rochester Community Development Office, no housing units are planned for the downtown area, especially since the Strong Museum has purchased the land that was previously intended for housing.[7] Even though the young adult population who reside near Central is not large and has no potential to grow, are there any other factors to be considered when assessing the potential young adult population near Central?

Already mentioned is the group of young adults who come to Central from all over the city and county. Referring just to the estimates provided by the Rochester School District, the amount of secondary students who ride public transportaion and change buses downtown is between 3600-3900 students. These students are near Central daily. Some of them do use Central, but there are others, no doubt, who do not even know where Central is located.

Another group of young adults, previously unidentified, are the approximately 1100 students of alternative educational programs* based in the downtown area. These programs serve the educationally disadvantaged, who are usually also the

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*See the chart on pgs. 5-6 of the Appendix.

socio-economically disadvantaged, and the more independent learners of School Without Walls and Interim Jr. High. Many of Central's frequent users are students from the schools just mentioned; however, the majority of students from the other seven programs listed in the chart are not users of Central, even though Central is the closest library to their school. Reasons for their non-use of Central and recommendations for how to serve them will be discussed later in other sections of this report.

Also to be considered are the young adults who are tutored at Central. Approximately 16 to 20 tutors and their students use Central during the course of a week. As many as 7 tutors and 8 students were counted in Central on one occasion. Most of these young adult students are enrolled in the Learning Disabilities Center's home tutoring program. This is a unit of Rochester City School District's special education program.

What is important to note is that even though Central is not surrounded by a residential community, and therefore has few young adults actually living close to Central, between 12% to 14%* of all of Central's users are young adults. These young people come from all over the county, but the majority are students

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*This percentage range reflects the seasonal variation. During the Nov. 21-Dec. 3rd survey, 13% of all users were young adults as previously defined in this report. The October 1977 and March 1978 one-week surveys included telephone usage by Y/A's, and also tallied only requests for assistance made by Y/A's and hourly head counts; therefore the percentages of Y/A's to total users for these two surveys is less precise and cannot be compared to the two week Nov./Dec. survey. However, averaging the percentages for requests made with headcounts, the Oct. week's calculation is 14% and the March week's calculation is 12%.

in Rochester public and parochial schools. A very significant portion of Central's very frequent users (once a week or more often) are students from School Without Walls, Interim Jr. High, and students registered in the Rochester City School District's Learning Disabilities Center. And a potential young adult user population for Central are the approximately 750 students enrolled in the downtown alternative educational programs for dropouts, "problem students", or otherwise educationally disadvantaged.

IV. WHAT ARE THE INFORMATION NEEDS/LIBRARY NEEDS OF YOUNG ADULTS?

There is a distinction made in this report between young adult total information needs* and those information needs that either traditionally or potentially can be met by libraries. "Information need" is defined as a need or desire for any kind of information from any source that is either identified by young adults or inferred from statistical indicators that measure and quantify young adult experience. "Library need" is defined as the information or material located in a library that is identified as being needed or desired by young adults.

INFORMATION NEEDS

First to be considered are information needs that young adults identified themselves. Ascertaining information need is a very difficult task. Since an attempt was never made formally to do this in personal interviews, this researcher has used several other sources to piece together the elements of information need. One of the sources used to obtain this information is a 1975 survey conducted by the Rochester-Monroe County Youth Bureau in four Rochester high schools.[9] Although this survey was designed to assess all kinds of youth needs, two important inferences related to information need can be drawn from the data: 1) There was expressed a major concern

* "Information as used in this context includes facts or ideas that are needed or desired for recreational and personal interests, life skills, and educational purposes. It can be conveyed by various sources -- verbal, print, and non-print.

for locating jobs, job training, and job counseling; however, 42% indicated that there was no way to find out about the available jobs and job training programs. It seems that a centralized clearinghouse for job information is needed for young adults. 2) 59% of the sample indicated that there is not enough different kinds of things to do, and 46% of the sample indicated there are not enough recreational activities for youth. It would seem, then, that both the collection and dissemination of information about what recreational activities are available, and the actual offering of more activities for young adults are needed.

Another source that was tapped to determine young adult needs for information are the in-house reports issued by crisis telephone information services. Monthly reports were studied from "Got A Problem" and a yearly report for 1975 (most current available) was provided by Lifeline regarding their Teen Hotline. Between 12 - 20% of the total callers of these information and referral services were young adults. The types of problems and needs that were identified are chiefly crisis kinds of information; such as, pregnancy and abortion information, information for runaways about temporary housing, drug and alcohol information, and legal information. Also, according to the Teen Hotline report, 23% of the calls had to do with family problems and 39% were related to school, peer, and self-image problems. It is important to be aware of the problems and concerns represented by these crisis services, since they represent areas of information need that can be met by means of library programming and materials.

The secondary school survey included a question that specifically asked the young adult respondents to check the types of information/material that are perceived as being wanted or needed, and to check if they would use a library to fill the need.

Categories of material such as fiction books or music recordings will not be included at this point since they refer less to information need than library need. Of the remaining categories that were listed on the questionnaire, the most frequently checked ones in rank order are crafts and hobbies, educational and career opportunities, games and sports, available local job training programs and job opportunites, self understanding and family problems, and sex education. However, since the young adult respondents were limited by the choices available, this finding does not mean to imply that these are the **only** categories of information need. Instead, it is presented as another source of input to contribute to the understanding of young adult information need.

Some very significant needs have been identified by the Rochester-Monroe County Youth Bureau as a part of their yearly comprehensive needs assessment and planning process. These needs are based on various statistical indicators in the broad areas of criminal justice, education, environmental influence, family relationships, health, socio-economic participation and mental health. In response to these indicators of need, the Youth Bureau has developed 1978 programmatic goals, from which can be inferred some indication of information need to which public libraries are capable of responding. Some of these goals are:

> 1) "Expand the concept and programming of arts, recreational, cultural and leisure time activities throughout the County. Emphasis should be placed on developing programs which help youth learn and appreciate new leisure pursuits and broaden their cultural perceptions...
>
> 2) Develop programs which will help reduce youthful unemployment, combining career, education and employment components through a variety of options...
>
> 3) Provide family planning services (human sexuality, venereal disease prevention, etc.)"[10]

Furthermore, the needs and programmatic goals identified in 1977 included two areas that directly have involved MCLS or should involve MCLS. These are: 1) "The continuation of the effort to implement a County-wide centralized youth information system for planning purposes; and 2) the expansion of the County-wide centralized information and referral system (Got-A-Problem) for children and youth services, including a written resource directory as well as a central telephone number... continue to advocate for the inclusion in the telephone I&R system of "one shot" activities that are available for youth throughout the County."[11]

In addition to the various information needs already identified, this researcher feels that much can be gleaned from the underlying needs that correspond to developmental changes in adolescence. Most all the articles located that even remotely touched on the problem of information need related these needs to the problems and changes that are part of adolescence. General characteristics of adolescence that create problems and information need are: the struggle for identity; need to achieve economic and emotional independence from parents; the selection of and preparation for an occupation; the development of an appropriate sex role; and the development of conscience, morality, and a set of values. It is not difficult to infer from these aforementioned concerns that are universal to all young adults what kind of information is needed. Young adult librarians, secondary school teachers and counselors, youth workers, or anyone who works with young adults and talks and listens to them would have no trouble listing the concerns and problems about which they need information.

LIBRARY NEEDS

The data sources used to identify their library needs are particular questions from the surveys and relevant comments from interviews with young adults library users,

library staff, and teachers and representatives of alternative educational programs.

The three library surveys of young adults (in-house survey, community library survey and secondary school survey) and the two one-week in-house statistical data collection efforts (October 1977 and March 1978) all revealed that the primary reason for needing to use Central was for school-related purposes. Interviews with young adult users in Central and with division heads also revealed school-related as the primary reason.

Not referring to any particular library, the greatest quantity and percentage of the secondary school respondents chose materials for school-related work as the item of greatest need. This choice also received the greatest percentage of respondents who indicated they would use a library to meet the need. This finding of school-related use as the primary reason for using libraries is confirmed by responses to a similar question about YA use of MCLS libraries in the October 1977 questionnaire by the MCLS community librarians.*

However, the need for recreational-related materials should not be considered insignificant. In all of the surveys and data collection efforts, the use of recreational-related materials represented between 16% - 36% of the responses for why Central is used. More often than not, especially with the lower grade levels, both

* This finding was validated without exception by every other research study of young adult library use that was located in the literature.

school-related and recreational-related reasons for using Central were indicated. Also, the items "fiction books to read for pleasure" and "non-fiction books to read for pleasure" were second and fifth choice on the secondary school questionnaire for information/material that was needed or wanted. The correlation with the willingness to use a library to meet the need for these items was very high--second and third place to be exact. Interestingly, the items "magazines to read for pleasure" and "music recordings for enjoyment" received the third and fourth highest number of respondents who indicated need for these items, but the correlation with the willingness to use a library to meet the need for these items was very low.* Clearly, the majority of young adults surveyed perceive libraries as the place to go to meet only certain of their information needs: that is, those needs that are print materials-related, firstly for school-related purposes, and secondly for recreational/personal interest purposes. Responses on the secondary school questionnaire to such information needs as "self-understanding", "family problems", and"sex education" show that less than 30% of the respondents checked the item as a need, and of those who checked the item, only about one half checked use of a library to meet the need.

The comments related to library needs made by teachers and representatives of alternative educational programs are specific to Central, since this is the public library closest to their locations. For the most part, the kind of comments made reflect the type of curriculum that these programs offer and the type of student they serve: that is, basic education courses, remedial courses, and life skills courses for drop-outs and educationally disadvantaged young adults. This type

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*Both the Colorado study[12] and the Greenburgh study[13] validated this finding that although magazines and records were in great demand by the majority of the young adults surveyed, a large portion do not use either of them in the library or borrow them.

of student has special educational needs and usually limited skills to meet these needs. While it is true that almost all of the programs identified have small collections of materials, only one has a librarian or a person designated to be responsible for the collection. Therefore, their comments vis-a-vis Central reflect their unique situations. Examples of specific comments are arranged by the following categories: 1) library instruction:

> "We need help teaching our kids library skills." (This need was expressed by four programs and was requested at varying levels.)
>
> "Our kids can't find their way around there...the signs are inadequate... and anyway, some of these kids have never been in any library."

2) assistance to teachers and counselors:

> "We need help in finding suitable material for our own library."
>
> "Since our regular staff member assigned to the library resigned a year ago, no one has been able to take care of it."
>
> "It would be useful if the main library could organize mini-workshops on remedial skills material or at least centralize information on where such workshops are available."
>
> "We have a real need for selecting high interest/low level books for our kids. Can't find them in the main library. Couldn't you do something to make them more available?" (Three programs identified this need.)
>
> "Our teachers sometimes could use help in identifying suitable material for difficult to research topics, like interdisciplinary topics. It would help if someone at Rundel could prepare lists for us once in a while on some of these topics, or maybe have a localized collection on it, like a 'hooked on books' approach."

3) assistance to young adults:

> "We feel that a separate area is needed where small group discussion is possible. The Teen Lounge was great for the transition and it was psychologically very comfortable." "Sorry to see Teen Lounge go because even our teachers got special help there." (Comments from six faculty members of School Without Walls.)

(Five other programs commented on the lack of a teen lounge area.)

"Our kids (Threshold) really need a separate place, cause we're reluctant to send them over by themselves, since some of them have a lot of problems and may be disruptive to other people using the library."

"The librarians need to be able to spend more time with the kids."

"Book-talks and other kinds of programs are needed."

"More material at a lower reading level is needed, like in the Children's Room, to be spread throughout the library."

Various tutors that were interviewed expressed a need for a separate room or area of the library where they could talk more freely with their students.

To conclude this chapter the following kinds of information need were identified:

1) a centralized clearinghouse for career and job information, job training and job counseling.

2)the collection and dissemination of comprehensive information about available recreational and leisure time activities.

3) the offering of more arts, recreational, cultural, and leisure time activities.

4) a printed resource directory of youth services.

5) information necessary to support and fulfill needs that result from the developmental changes and challenges of adolescence, including crisis information needs.

6) school-related information and materials.

7) recreational-related information and materials.

8) specific services within Central for the students and teachers of alternative educational programs, all of which suggests that there is a need for Central to function in part similar to a school library for these programs.

V. YOUNG ADULT USE OF CENTRAL

Previously discussed in this report was a description of some characteristics of young adult users of Central and of their information and library needs. At this point it is appropriate to examine in detail the young adult use and non-use of Central. The bulk of the information used to prepare this section resulted from the analyses of the three surveys, the two statistical in-house data collection efforts, and interviews with young adults and division staff.

As was stated previously in this report, between 12-14% of the users of Central are young adults, primarily general education students* with the greatest percentage being 16 and 17 year olds (usually 10-12th grade)**. The only time of year not observed was summer, so no definite comments can be made about the relative percentage of YA summer use of Central. However, from comments made by some division staff and from implications drawn from findings of other research studies, young adult use of Central is not as great in the summer months when school is not in session as during the school year. Literature's division head commented that recreational reading represents the primary purpose of young adult summer use of Central. Also notable, are the summer reading lists that are issued by several

*General education students refers to those who did not specifically identify themselves on the questionnaire as technical/vocational students. The technical/vocational students represent 4% of the 1,278 questionnaires processed for the 2 week in-house survey and 1.7% of the 557 questionnaires processed for the secondary school sample.

** The percentage of non-students under 18 years of age identified in the 2 week in-house survey and by interviews is so small (about 2.5%) that no significant findings will be discussed in this report, except perhaps that half of those non-student respondents were unemployed at the time of contact, and therefore could have benefitted from Central's Job Information Center's (JIC) services. As it turned out, only about half of them had indicated use of JIC. Therefore, for the remainder of this section, the comments will refer to secondary school student use of Central.

parochial high achools that result in summer use of Cnetral for school-related purposes.

During weekdays, the majority of young adult users are from the City schools and come by themselves or just as often with other young adults via public transportation. However, in the evenings more young adults were observed together with other young adult friends, parents, or siblings, coming almost equally from Rochester as the suburban towns via private transportation (an older sibling, a friend, or parent's car). On Saturdays, the great majority come from the suburban towns, frequently accompanied by another young adult, and almost equally coming via public and private transportation. There were some respondents surveyed and interviewed (about 5%) who indicated that they use Central because it's conveniently located near their bus stop, or convenient to use when downtown shopping.

HOW FREQUENTLY AND WHEN IS CENTRAL USED

There are several variables connected with determining the frequency of use of a library, so no one definition can suffice. Some library use surveys have distinguished their users from non-users by those who use the library once a month or more. However, if one of the functions of a Central library is to be a back-up for its member units, then many of its student users might only use it on a regular basis two to three times a year when school libraries are not open to them, and/or when they can't or don't use Inter-Library Loan (I.L.L.) privileges from their local public libraries. Therefore, this report will comment on four frequency-of-use patterns. The four groupings are: 1) "frequent users" - responded that they use Central once a month or more frequently; 2) "less frequent users" - responded that they use Central at least three times a year but less than monthly; 3) "non-frequent users" - responded that they use Central once a year or less; 4) "non-users" - responded that they never use Central.

FREQUENCY OF USE	Nov./Dec., 1977 IN-HOUSE SURVEY	March, 1978 COMMUNITY LIBRARY SURVEY	April, 1978 SECONDARY SCHOOL SURV.	Feb., March & April 1978 IN-HOUSE INTERVIEWING
1) frequent users	44%	9%	10%	44%
2) less frequent users	27%	10%	18%	25%
3) non-frequent users	11%	33%	29%	13%
4) non-users	*	48%	40%**	*

The findings for the four frequency of use patterns reveal, quite logically, that the highest percentages for frequent use of Central are for the two populations that were surveyed inside Central. In fact, the percentages for these two populations compare quite closely for all frequency of use patterns, which indicates that for all the times surveyed, almost half of Central's young adult users are frequent users. Important to note are the respondents from School Without Walls (92 respondents), practically all of whom are frequent users of Central.

Also quite significant for those two populations are the fairly high percentages (17% and 18%) for first time users. During Nov./ Dec. survey period, this kind of finding might have been expected, as it has always been an especially busy time for student use of Central. However, this characteristic doesn't seem to be only a function of a busy vacation period since the total of first time users for the Feb., March, and April interviews produced nearly the same percentage. Rather, it would seem that one might expect at almost any time of the year to find nearly 20% of Central's users to be first-time users.

* Of course, there couldn't be any "non-users" since the young adults surveyed and interviewed were in Central using it. However, the remainder of 17% are those respondents who checked "my first time" on the questionnaire. 18% of those interviewed indicated first time use of Central.

** The remaining 3% represent those who did not respond to this question.

The lowest percentages for frequent and less frequent use of Central are for the respondents surveyed in the eleven community libraries. These respondents, as it turns out, were the frequent users of their respective community libraries -- 70% of the responses revealed frequent use of the library in which they were surveyed and 21% revealed less frequent use. The most significant deviations from these percentages for the community libraries sample are for Brighton and Monroe public libraries where much higher percentages were found for less frequent and frequent use of Central. In fact, 16% of the Brighton sample checked that they use Central once a month or more frequently, and 32% of the Monroe sample checked once a month or more frequently.

It musn't be thought that all of the nearly 70% of the secondary school sample are not library users or non-frequent library users. Only 10% of this sample indicated that they don't use any library regularly. Forty percent checked that they used the neighborhood public library the most regularly and 36% checked that they used the school library the most regularly.

An analysis by grade level for all samples shows that generally the higher grade levels made more frequent use of Central.

Telephone use of Central by young adults is insignificant compared to walk-in use. Of the three choices available -- frequently, occasionally, and never telephoned -- only 3% of the Nov./Dec. in-house sample indicated that they called Central frequently. Fifty-five percent checked that they'd never telephoned, and 40% checked occasionally. For the Oct. 1977 in-house data collection of requests made by young adults, only 4% of the total number of young adult requests recorded were via the telephone.

To make comments regarding the time of year, days of week and time of day use of Central, five different data collection efforts were used -- the 10/3-10/8 week, the 11/21-12/3 weeks, the 2/8-2/12 week, the 3/27-4/1 week, and the 4/21-4/27 week.

Since the young adult users of Central are practically all students, it might be assumed that afternoons, evenings, and Saturdays would be the busiest times for their use of Central, and that school vacation periods would also be busier than non-vacation periods. In part, this assumption was validated by the findings -- Saturdays no matter at what time of the year observed was the busiest day of the week for young adult usage of Central. Likewise certain vacation periods did seem to be busier than others --- the Thanksgiving vacation week of Nov. 21-26 , particularly the Friday after Thanksgiving Day, was observed to be the busiest time of the year for young adult use of Central. The spring vacation week, April 17-21 was also somewhat busier than usual; however, the Christmas vacation (Dec. 26 - Jan. 2) and the February recess (Feb. 20 - 24) were not observed to be that much busier than any other time. A comparison of the division recorded data for the Oct. 3-8th week to the March 27-April 1 week shows that the October week was significantly busier, vis-a-vis young adult use of Central, than the March week.

Besides Saturday, the only other day of the week that reveals relatively busier usage of Central by young adults is Monday. This finding was confirmed during the October, March, and April weeks, but not during the February week. Confirmed by the February and March weeks was the finding that Wednesday afternoon was notably slow.

When attempting to analyze what time periods are busiest during the hours of service, the particular day of the week must be considered. Naturally, on those days when Central is not open in the evenings, heavier use is made during afternoon hours; however, what may not have been previously considered is the morning use of Central.

Although for no month observed was the morning time period of 9 - 12 a.m. the time when most young adults used Central, it was nonetheless busier than might have been expected. However, for Reynolds Fine Arts Center (RFAC), generally the 9 - 12 a.m. period was just as busy or busier than other time periods. Why is this the case? Specific comments about RFAC will be reserved for another part of this section, however to know when young adults typically use Central, the normal school hour patterns must be first established.

The public and parochial schools normally have scheduled classes between the hours of 7:30 - 2:00 p.m. Wednesdays is an exception, however, as school is finished by 1:00 p.m. on that day. All students, then, should be in school during these hours; however, there are some important exceptions to be aware of. Twelfth graders are allowed certain off-campus privileges that other grade levels are not. They are permitted to leave school during lunch period and in some cases study periods. Therefore, if they needed or wanted to use Central, they could use it during the morning hours. In addition, the students from School Without Walls have a very flexible schedule with Monday and Friday mornings set aside for research and library work. Students from other alternative schools, especially Interim Jr. High, also have more latitude in the schedule than the traditional school students. According to a school official, Interim Jr. High students can use Central at any time of the day as long as they have teacher permission and their research needs warranted use of Central. Therefore, there is a significant number of students who are able to use Central in the morning hours. It is evident that these alternative school students, in addition to the young adults enrolled in individual tutoring programs, compose the overwhelming majority of Central's morning young adult users.

Are there any Monday-Thursday time periods in which heavier young adult use is

experienced? For all but the October week, the findings show that young adult use of Central was heaviest during the 12:00 - 3:00 time period. The 3:00 - 6:00 p.m. time period was the busiest for the October week and it was almost as busy as the 12:00 - 3:00 p.m. period for the other weeks of observation. For all practical purposes, it would be accurate to state that the busiest hours are the afternoon hours of 12;00 - 6:00 p.m., certainly more so than the evening hours.

The duration of time spent in Central also varies depending on the day of week or time of day, but generally speaking, the majority of young adults usually remain between 30 minutes to one hour and a half. Saturday young adult users do not follow this pattern; instead they tend to stay much longer -- two to four hours being typical.

WHY DO THEY CHOOSE CENTRAL?

Without exception, school-related use was recorded for all data collection efforts as the primary purpose for choosing Central by the majority of respondents. However, recreational-related use of Central is not insignificant. Considering the responses to the three questionnaires utilized and to the three separate weeks of interviewing, as low as 16% and as high as 36% of the respondents indicated that their primary reason for using Central was to use recreational/personal interest material. The findings for the six separate data collection efforts show that for about 30% of the respondents both school and recreational-related reasons were indicated. Recreational-related use of Central was particularly indicated by the lower grade levels. Seventh grade respondents in the secondary school survey chose the reason "I need recreational-related materials that I can't get at my neighborhood public library or school library" almost as much as they chose the "school-related materials" reason. Therefore, although it is the school-related needs that are primarily responsible for their use of Central, there is a solid minority that either come to Central for recreational-related materials, or once here, use Central to fill both needs. But why isn't the school library or the local public library used?

Since most young adult users of Central also use other libraries,* what are the reasons for choosing to use Central rather than another library or borrowing materials through I.L.L.?

Based on the findings of the secondary school survey, it seems that generally most of the student-respondents prefer to use the school and/or neighborhood public library for reasons of convenience -- convenience of location, time, and circumstance. However, as all the surveys and interviews showed, if they cannot obtain the needed or desired material from one or the other of these libraries, they will use Central. This is especially true of the higher grade level students who have more research papers to prepare and whose main purpose in using Central is,therefore, the use of the journals. And 13% indicated that at least one reason why Central is chosen is because the hours are more convenient than other libraries. In a fairly recent Boston Public Library study, teenage use of the central library showed that young adults were quite prepared to travel to it for study materials when necessary.[14] This researcher also found this to be the case, and even though the distance factor and the transportation problem were almost always the reasons provided for not using Central more frequently, it was noted that when absolutely necessary, neither of these two reasons prevented the young adult from using Central.

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* The Nov./Dec. in-house survey shows that 57% of all respondents, both students and non-students, used public libraries on a frequent basis -- for the student respondents: albeit, not exclusively, but in addition to their school libraries. For those respondents who don't use Central on a frequent basis, the greater proportion of them are using a combination of another public library and a school library. The secondary school survey shows that the neighborhood public library was checked by 40% of the respondents as the library used most regularly (except for 7th graders who use the school library the most regularly), and the school library was checked by 36% of the respondents as the library used the most regularly. Six per cent checked that they use both libraries on a regular basis.

An analysis of young adult I.L.L. use of Central was attempted to determine to what extent local public libraries were used for I.L.L. privileges. Two monitoring periods of I.L.L. request slips processed at Central for young adults indicate that most of the requests come from the more distant locations in the PLS. Requests from MCLS units amounted to 35% of all of the young adult I.L.L. requests. Responses to the relevant questions on the community libraries questionnaire revealed that although the majority of respondents knew about I.L.L., only a minority used the service. The towns and generally the higher grade levels showed higher percentages for having used I.L.L. than the overall totals. Most of the respondents indicated that the reason they don't use I.L.L. was because they don't need to. Twelve per cent indicated that they don't use I.L.L. because it takes too long to receive the material. Overall, it seems that young adult use of I.L.L. is not that great since only 3% of all I.L.L. requests were from young adults during the October week and 7% during the March/April 4-week period. If young adults need material for a school-related purpose and can't get the material they need at their school or public libraries, they will most likely travel to Central; and for a minority living at a considerable distance from Central who don't need the material for a school assignment "by tomorrow", or want something for their own personal interests, they will, more likely, use I.L.L.

Another interesting finding resulting from the surveys and interviews is that a certain portion of young adults described their preference for Central as "it has the biggest selection"; "more variety"; "it's the best". Fifty-four per cent of the young adults interviewed provided one or the other of these reasons, and when a reason was written in on the questionnaires, almost 9 out of 10 provided one of these versions of the "bigger is better" reason. In fact, based on general comments made during personal interviews, this researcher has observed that quite often young adults who have used Central successfully before, just automatically return to it the next time they have a term paper or assignment requiring library research, before even checking the

resources of school or local public library. In addition, this researcher came across five small groups of young adults who were required by their teacher to specifically use Central to complete their needed assignments.*

Central's convenient location to downtown bus transfers for students on their way home from school did not seem to be a significant reason for choosing Central over another library. Only 4% gave this reason in the secondary school survey and 1% in the community library survey.

Not to be forgotten, of course, are the young adult users who are students of downtown alternative schools and who choose Central, at least during the school day, because it is the closest library. This reason given during the interviews represented 15% of all responses.

HOW IS CENTRAL USED?

How do young adults use the individual divisions of Central? Do they ask for help? Are they aware of resources and services available? What problems do they experience in using Central? These and other aspects of how they use Central will be explored in this section.

* Similar instances of students being required to use Central were reported by division staff.

QUANTITY AND PERCENTAGE OF YA USE

The October 1977 and March 1978 in-house data collection efforts, the Nov./Dec. in-house survey, and the interviews were designed to provide information about individual divisions. What is very significant to note is that 41% of the respondents in the Nov./Dec. in-house survey checked use of two or more divisions. The observations of YA use of Central that this researcher made during the interviews further support multi-division use made of Central. Part of this is due to the need to obtain magazines for term paper research from various divisions; part of it is due to the interdisciplinary nature of the topics for which material is sought; and part of it represents both school-related and recreational-related use of Central in the same visit.

Examining these data collection efforts, the Literature, Biography and Recreation Division was consistently the busiest division vis-a-vis young adults. In fact, based on the findings of the October 1977 and March 1978 data collection efforts, Literature handled nearly three times as many YA requests, including YA phone requests, as the other divisions. The school-related requests represent the majority of YA requests, while recreational requests amounted to 37% of the requests in October and 22% of the requests in March. Although it wasn't entirely possible to ascertain how many of the respondents in the Nov./Dec. in-house survey who checked that they had used Literature used it for school-related reasons vs. recreational-related reasons, it is known that more than half of them checked use of the sports and/or teen fiction collection. These two collections are usually considered to be used more for recreational-related reasons than school-related.

In fact, 15% of all respondents checked that they had used the teen fiction collection. Particularly heavy users of this collection were the 5th and 6th grade users * -- 25% used teen fiction -- and the 7th - 9th graders -- 26% used teen fiction. The 10th - 12th graders showed less use of this collection, especially the males. It would seem that the primary users of the teen fiction collection are the pre-teens and younger teens. The older teens tend to use the adult fiction and science fiction collection more heavily, although many of the younger teens make avid use of the science fiction collection. The males, both younger and older teens, make more use of the sports collection than the teen fiction collection. The findings for most all the other divisions show that school-related use of the division is greater than recreational-related use. The proportion of school-related use to recreational use is usually about four-fifths school-related to one-fifth recreational-related. Some divisions, like RFAC and Art show a higher proportion of recreational-related requests.

Before comparing the YA use of the divisions, however, it is important to be aware of the two ways that the data can be viewed. The data from the Nov./Dec. in-house survey were provided by the young adults themselves, and no attempt was made to relate the YA reported use of a particular division to its total use by all users. However, for the October and March data collection efforts, the data were recorded by the division staff, and since statistics were available for at least the total number of reference questions** from all users of a particular division, calculations were made to determine what percentage the YA requests represented of the total number of requests. Therefore, the divisions are ranked in columns 2 - 5 in the

* Of the 100 5th and 6th grade respondents in the Nov./Dec. in-house survey, 7% checked that they used only the Children's Room.

** This figure does not include requests of a directional nature.

chart on the next page by the number of YA requests they recorded and by the percentage the YA requests represent of the total number of reference questions from all users. In the last column are the estimated percentages that division heads provided during interviews. Only the Education Division was unable to provide an estimate. RAVD's division head was not asked to provide an estimate.

A reminder is in order when studying the chart. It is not valid to make comparisons across all the columns since there are differences in the time period and method of data collection. The October 1977 and March 1978 surveys (columns 2-5)used identical data collection methodology, so the statistics recorded can be compared; however, inconsistencies and problems with data collection did occur in some divisions, so that not all the figures are reliable. Comments are made later in this section to explain circumstantial events in certain divisions that, hopefully, will put the statistics in proper perspective.

YOUNG ADULT USE OF DIVISIONS
(In Rank Order)

NOV/DEC (2 week in-house survey*)	# of YA's who used	OCTOBER 1977 (1 week survey) # of YA requests (incl. directional)		OCTOBER 1977 (1 week survey) % of total reference ?'s (not incl. directional)		MARCH 1978 (1 week survey) # of YA requests (incl. directional)		MARCH 1978 (1 week survey) % of total reference ?'s (not incl. directional)		Estimated % of YA Users (made by division heads)	
Lit, Biog, & Rec.	385	Lit.	194	RFAC	21%	Lit.	150	Lit.	16%	RFAC	50%
Science & Tech.	186	Inf. Ser.	93	Loc. History	19%	Science	44	RFAC	14%	History	33%
Info. Services	158	Art	58	History and Education both	15%	Educ.	32	Science and Loc. Hist.	12%	Lit.	25%
Education & Rel.	147	Education	43			Info. Ser.	30			Info. Ser. and Loc. History	20-25%
History & Travel	130	Bus. & S.S. (incl. JIC)	42	Lit. and Art both	11%	RAVD	27	Education	11%	Art	20%
Bus. & Soc. Sci. (incl. JIC)	127	Science	35	Science	9%	ART	23	Art	6%	Bus.& S.S. (incl. JIC)	15%
Art	114	History	32	Bus. & S.S. (incl. JIC)	7%	Loc. Hist.	22	History and Children's	5%	Children's Rm.	5-10%
RFAC	97	Loc. Hist.	28	Info. Services and Children's	6%	Bus. & S.S. (incl. JIC)	21	Bus. & S.S. (incl. JIC)	3%		
RAVD	60	RFAC**	26			History	13				
Children's Rm.	49	RAVD***				RFAC	12	Info. Ser.	2%		
Local History	27	Children's Rm.	7			Children's	5				

*To make the statistics in this survey comparable to the other two, responses from the 5th and 6th graders and the college students are not included in this ranking. Remember, however, that the statistics used to determine this ranking are not limited to requests for assistance, but are based on the young adults' responses to the question, "Which divisions of the library did you use today? Check all that apply."

**Requests for headphones are not included.

***An exact figure cannot be provided since there was some discrepancy in the way the data was recorded. However, when the film pick-ups and returns made by young adults are subtracted, about 20 actual reference or viewer's advisory questions were recorded.

As was already noted, Literature handles more young adult requests, but in relation to requests from all users, the young adult percentage was ranked fourth in October and first in March. The March week was a much slower week overall for Literature -- as it was for all divisions. Although the number of young adult requests were not that much less than in October, the percentage that the young adult requests represent of the total number of requests from all users was greater than October's. The division head's estimated percentage of 25% includes young adults who use the division but may not ask for help, as well as summer use of the division.

The reason that RFAC is ranked so high is because compared to the total volume of requests, young adult requests are a sizeable portion. The division head's estimate is higher than percentages obtained in October and March because, no doubt, she included the total use of the facility -- headphone use, browsing, etc.

The reverse is true of Information Services. Based on the findings of the Nov./Dec. survey, the October and March data collection efforts, and observations collected

by this researcher, it is probably second only to Literature in the use made of it by young adults. In fact, it may even serve more young adults than any other division in the sense that more use the space and resources of the division that don't ask for assistance and so are not recorded in the statistics. Especially on Saturdays, the heavy use of magazines was noted. It was not uncommon to find young adults sitting in Information Services but using material obtained from another division. So why is it ranked so low in the percentage columns? One obvious reason is because its total volume of requests is so high. Also, this division's tally of YA requests is not accurate due to incomplete data for both the October and March data collection efforts.

History also shows a rather low percentage ranking due to incomplete data for YA requests. Also noteworthy is the difference in ranking between the reported use of History and the estimated percentage of YA use provided by the division head.

Quite notable is how the relatively heavy YA use of the Science & Technology Division as recorded by the data compares to the division head's estimated percentage. In addition, this division had the most YA referrals made to it -- 24 referred in October and and 15 referred in March. Here, this researcher feels, is a case where YA use of the division was greatly underestimated by the division head.

The way the data compare for Education, Art, Business & Soc. Science (including JIC), Children's Room, and RAVD are relatively consistent across the columns.

Because Business is such a busy division, the percentage for YA requests of total requests is quite low. For RAVD the percentage of all requests that are from young adults could not be calculated; therefore this division does not appear in the ranking. There is much young adult traffic in RAVD, since they frequently pick-up and deliver 16mm films, but according to the data and the staff interviewed, young adult use of the division is not that great compared to the total volume of business there.

What of importance can really be gained from such a comparison? First, division staff who estimated low YA use of their unit may be surprised to realize that it is not as low as estimated. Second, the percentage ranking compared to the quantity of young adult requests points out those divisions that are both extremely busy vis-a-vis all users and young adult users, as well as those that may serve a sizeable number of young adults while serving relatively fewer total users. Does such a finding mean that some divisions can spend more time to better serve their young adult users, while others are too busy in general to spend as much time as might be needed with young adults? Third, this researcher feels that the data reflected on this chart confirm what most public service staff already knew: Literature and Information Services are the two divisions used most heavily by young adults. In addition, this researcher hopes that significant use of other divisions by young adults has been revealed that previously had not been realized.

MATERIALS USED

One question on the Nov./Dec. survey, observations recorded during interviews with young adults in Central, and information obtained from interviews with division

heads are the sources of data used to describe young adult use of materials in Central. Naturally, the purpose of the visit dictates, to a certain extent, the type of material used. For example, term papers on very current topics or interdisciplinary topics or specific school assignments, like finding a review, may require the use of magazine indexes, magazines and newspapers. However, although not all the conceivable types of materials could be included on the in-house questionnaire, particularly valuable are the responses concerning the use of non-print media.

First of all, it is important to note that for the eleven choices of library material provided in question #14 on the questionnaire *, 603 respondents (47%) checked two or more kinds of material. The responses to this question and the findings from all the other sources show that circulating material -- in this case "material" refers principally to books -- is the first choice of young adults. Several division staff mentioned that young adults preferred to locate a book on whatever the desired subject rather than search for relevant magazine articles. The fact that magazines must be used in-house is probably one reason why books are preferred. However, use of magazines and newspapers was checked by 20% of the respondents, with the higher grade levels showing relatively greater percentages.

Likewise, the indexes to magazines and newspapers were used more by higher grade level students than the 7th and 8th graders. Overall, 13% of the respondents

* See p. 17 of the Appendix for a copy of the questionnaire.

checked use of indexes to magazines and newspapers. This researcher observed that the Reader's Guide in Information Services was heavily used by young adults, even when the subject of their search led them to other divisions to obtain the needed journals. They seem to be unaware of the fact that RG is available in every subject division except History, Local History and the Children's Room. Also, she came across several higher grade level students who were trying to use the Reader's Guide when the use of other more appropriate indexes would have been more helpful. The majority of young adult users seem to very unaware of these other indexes, such as Education Index and Art Index.

Other reference materials, such as encyclopedias and yearbooks, were used by 16% of the respondents, with the lower grade levels making greater use of encyclopedias than the higher grade levels.

Non-print media choices listed on the questionnaire are pictures or prints, records or audio-tapes, and 8mm film, filmstrips, or video. Only 3% checked use of pictures or prints; 8% checked use of records or audio tapes; and 4% checked use of records or audio tapes; and 4% checked use of 8mm film; filmstrips, or video. Based on observations and interviews with young adults and division staff, non-print media are not used by that large a portion of Central's young adults, even though nearly 95% of the young adults interviewed said they knew of the existence of these media in Central. It seems somewhat paradoxical, however, since young adults are typically so interested in media. The findings of the secondary school survey validated other studies of teenage media behavior: 62% of the respondents listen to records daily or almost daily, while listening to the radio and viewing television received even

higher percentages. Most public libraries, however, are seemingly neither attempting to promote audio-visual materials for young adults, nor are they perceived as the place to go to obtain audio-visual materials such as records or films for home use. What this researcher has noticed, however, is that those young adults who do use the records or 8mm films and filmstrips, regularly use these materials.

Use of the college catalog collection and career or job material was checked by only 3% and 2%, respectively, of all young adult respondents.* Only about one-third of the young adults interviewed even knew about the college catalogs, and about 1/2 of them had heard of the JIC. However, this kind of information need is seasonal by nature and limited, probably, to older students.

The card catalog was used by 39% of the 10 - 12th graders and 34% of the 7 - 9th graders. These percentages are similar to the findings of other studies which have shown that about 1/3 of young adults use the card catalog. One might wonder, however, in view of the fact that the majority of Central's users prefer to locate books for their school-related needs, how the majority who didn't use the card catalog located the books they needed?

HOW YOUNG ADULTS LOCATE MATERIAL NEEDED

Can young adults be typified by a particular style or technique they use in locating the material they want or need? Although there is no one information-

* As usual, only the responses of the 7th - 12th graders or non-students 18 years or younger were used to make the calculations.

gathering style that can describe their movement in Central, there are certain patterns that were revealed by interviews with them, interviews with division staff, and data from the Nov./Dec. in-house survey and October and March data collection efforts.

Since the October and March data collection efforts only recorded requests from young adults, it is not possible to determine the amount who did not ask for assistance.* However, the Nov./Dec. survey validated what every other research study of Y/A public library use has shown: only about half of the young adults asked a librarian for help, (52% of the Nov/Dec. sample). The younger teens, however, seemed more willing to ask for help, as the percentages of 7th and 8th graders who asked for help are slightly higher than the higher grade levels. Particularly noteworthy is the finding of the Nov./Dec. survey that of the 31% who indicated they either didn't get what they came for or got partially what they came for, 164 (42%) of these respondents also did not ask for assistance. It is not possible to assume, then, that the reason almost half of the young adults did not ask for help was because they did not need to. All four of Central's high school pages interviewed stated that some young adults feel too shy or embarrassed to risk sounding "dumb", so that they prefer to spend wasted time trying to help themselves. The pages thought, however, that many of these young adults who rarely ask for help would appreciate the library staff taking the initiative by offering assistance. They also said that the way the librarian is perceived -- unfriendly, too occupied, head in a book, -- was crucial in determining if these less assertive young adults would ask for assistance.

* Hourly headcounts were taken in the divisions as an attempt to include those young adults using the division but not asking for assistance. However, these figures are not reliable enough to be used to obtain an exact figure of those not asking for help.

Observations of and interviews with young adults in Central confirm the Nov./Dec. survey finding: again, only about half of the respondents had asked for assistance. * Reasons given for why they had not asked include "don't need to ask; I'm finding enough by myself"; prefer to help myself" and "I don't like to ask for help." Most of the respondents gave the first reason, and about 5% of the young adults were still in the process of searching at the time of the interview. Although almost 90% indicated that they were finding what they wanted or needed, for those who at the time of the interview still hadn't found what they wanted or were experiencing difficulty finding suitable material, nearly all of these young adults had not asked for assistance. The most common reason given for having difficulty locating material was "books that I wanted were not on shelf." This researcher encountered eight young adults who did not know about the need to ask a staff person to check the stacks for the desired material.

Without commenting specifically about the evaluations made of Central and the staff by young adults,** responses to the interview question, "Do you feel comfortable asking for help?", might shed some additional light on young adult library behavior in Central. A little more than one-third said they did not feel comfortable asking for help. The following reasons were the most common: "don't like to sound dumb, so don't ask much"; I feel embarrassed, so I don't like to ask for help"; "some of the librarians look too busy to interrupt"; "it makes me feel uneasy to ask for help." These types of comments, which might also be representative of other user groups of Central, are particularly typical of adolescents, who are still extremely self-conscious and lack the self-confidence to be assertive at this point in their development. Comments from division staff indicate both patterns: about half of the division heads said they thought that young

* Brief interviews with young adult users in October 1977 resulted in a much lower percentage: of the 226 separate interviews, only a little over one-third had actually asked for assistance.

** This will be included in the next chapter of this report.

adults generally helped themselves, and even some said they believed young adults preferred to help themselves. The remainder said they thought young adults were more willing than adult users to ask for help, and generally asked for help when they needed it.

When they did ask for assistance, it was found by means of the interviews with them that the type of assistance sought is usually directional in nature; such as requests for the location of a division, location of material on a specific topic within a division, or location of a specific book for which they have already obtained the call number or a specific magazine. Requests for assistance that are really of a substanitive nature seemed to be in the minority. However, the findings from the October and March data collection efforts reveal that 17% of the requests recorded in October and 14% of the recorded requests in March were directional. This seeming contradiction may in part be due to a difference in interpretation of what is meant by directional requests, or it may be because the sample was weighted in some manner that made it unrepresentative. A research study of Nioga County's (N.Y.) public libraries produced a finding similar to this researcher's observations. Of the slightly less than one-half of the young adults who did ask for assistance, nearly two-thirds asked for directions only.[15]

Since all the data show that almost half of the young adults surveyed help themselves -- whether or not by choice -- what is their usual method of locating material? The more frequent users who were actually searching for material on a topic, no matter what grade level, told this researcher that they had gone straight to the card catalog, found the relevant books, copied down the call numbers and went to the appropriate division(s) to locate book(s). Non-frequent users or first-time users

tended to: 1) either ask at the front information desk where the books on a particular topic were located, then go to that division. Once in the division, they either look in the card catalog there or browse, or more often ask the division staff person to direct them to the specific location of the books on that topic. 2) use the main card catalog to obtain the call number of the desired books, then ask at the information desk where to find the books. This researcher never observed a young adult user studying the signs on the wall near the card catalog that explain how to decode the call number and determine the location of the division. For those young adults looking for certain kinds of recreational material, such as fiction or sports material*, the most common method of locating it was by browsing.

* About 7 or 8 male young adults were encountered in 2 separate groups who didn't know where the sports books were. When I took them there, they almost all said that the word "recreation" was not a very good way to label the sports books.

Two girls were interviewed in the teen fiction center who told this interviewer that they knew what kind of books they liked to read, but after about 10 minutes of browsing, they couldn't find much. They indicated that it was really too large for easy browsing. I showed them the subject index file, gave them some book lists, and told them to ask the librarian in adult fiction for further assistance.

Most all the young adults observed in the teen fiction area preferred to browse through the paperback rack collection.

VI. EVALUATION OF CENTRAL

How do young adults, Central's staff, various outside youth representatives, and MCLS community librarians feel about the materials, services, and facilities in Central? To answer these questions, pertinent data obtained from the three surveys, comments obtained through interviews with young adults and public service staff, comments from teachers and other people serving youth, and comments from system librarians obtained from the MCLS member libraries questionnaire will be presented.

MATERIALS

Important to note at this point is the difficulty of interpreting lack of response to certain questions that asked the young adults who had ever used Central to evaluate or rate materials, services, staff, and facilities. In the case where the respondent failed to provide any evaluative comments for a write-in question, it is difficult to know whether it means they are satisfied with the present situation, or they don't have enough experience to judge, or they aren't satisfied but can't think of anything in particular to say, or that they are not willing to take the time to write in comments. This researcher could not arbitrarily assume a reason for the lack of response. In the case of the secondary school questionnaire where a choice was provided to indicate satisfaction with the present situation, interpretation was less problematic.

Young adults' evaluation of materials in Central was recorded by specific questions on all three surveys and via interviews with them. To the question on the Nov./Dec. questionnaire asking for a rating of Central's having enough available material at the right reading level, 70% checked "excellent" or "good", 16% checked "fair" or "poor", 5% checked "don't know", and 9% did not respond. Comments to a write-in question pertinent to this characteristic show that 5% of those who responded

indicated that Central did not have available the material they needed at some point in their experience. Of the 30% who wrote in responses to the question on the Nov./Dec. questionnaire ("What subjects or topics have you discovered that we don't have enough material for?"), the majority of the responses referred to having more materials on topics reflective of their personal and recreational interests. The busiest division, vis-a-vis young adults, is also the division about which more suggestions for material were made. Noteworthy are suggestions for more science fiction and fantasy books, sports, and body-building and martial arts books. Other noteable suggestions are: more books on rock and roll stars and the rock & roll scene; more books on arts and crafts "how-to-do-it" ; more popular records* -- rock, soul, blues; more material on mystical and occult; care and training of animals; and more sex education material. (Comments by division staff about these YA perceived lacks in the collection will be discussed shortly.)

Responses to the secondary school survey's write-in question asking young adults to suggest improvements reveal the same thing: of the 42% who did respond, nearly half were comments about the need for more popular records and more material of specific interest to teens -- science fiction, teen magazines, sports stories, etc. The community libraries survey, however, shows that of the 45% who did respond to the write-in question, only 10% had to do with general materials unavailability. Practically no comments were made that specifically named the type of material for which a lack was perceived.**

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* By far the most frequently made suggestion.

**Two variables are significant in influencing comments to these open-ended questions: 1) the environment in which the questionnaire was given -- for example, the young adults surveyed in the community libraries indicated they are frequent users of the community libraries and not frequent users of Central; therefore, they would be less familiar with Central and less able to offer specific suggestions, and 2) the possible suggestions that were written in to prompt their critical thoughts -- those included as prompts on the community library study were less specific. In fact, this researcher noticed during interviewing that if no prompts were given, less criticisms and suggestions could be brought to mind by the young adult. However, suggesting possible areas of improvement seemed to help provide a catalyst for their comments.

In contrast, there was little criticism of specific kinds of school-related materials. One might expect little or no criticism, since the most common reason provided for using Central was the use of school-related materials that were not available at the local public or school library. The only comments made by a fairly significant number of respondents are: more books on American government at an 8th grade reading level; more books on various current issues; and general comments about the material available being too complicated.

Since this researcher is not qualified to evaluate the various collections, she has relied on the self-evaluations made by each division, the YA consultant's comments, and some observation drawn from comparing selected recommended lists to the collections. No division felt that its collection needed to be evaluated by an outside person.

Division staffs' assessments of which subjects and topics in the collection were under-represented did not always agree with the responses from the young adults.* In some cases division staff told this researcher that particular topics named as lacking by young adults were well represented in the collection, and that either the books must have been checked out or the young adult had not asked the staff to check the stacks.

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* Findings from the October 1977 and March 1978 in-house data collection efforts related to the ability of divisions to meet YA requests show that 86% of all YA requests were adequately met. Most of the reasons provided for why the request was only partially met relate to the need to refer the young adult to another division because of the overlap or gap (as the case may be) of the subject matter. Other reasons provided are: "only some of the desired books available"; and "some material partially helpful, but more current information needed." Unable to meet reasons are: "material desired unavailable" (particularly true in Art for the October week, where a few requests were for high-in-demand materials that are subject to high loss rates); "material desired not owned"; and "books in another division."

Most divisions, although they could suggest one or two areas of the collection that could be improved, generally felt that their respective collections could adequately meet the school-related requests of young adults. The only complaint repeatedly voiced was the problem caused by mass school assignments; i.e., the same assignment required of one or more classes. Without prior notification from the teacher, all suitable materials are borrowed by the first few students to use Central, so that little or no suitable material is available for students who subsequently use Central. Although most all the divisions had experienced this problem, only two or three of the division staff had ever contacted teachers about it. In those cases where the assignment is repeated yearly or a pattern is discerned by division staff, multiple copies or additional materials are acquired to attempt to meet the demand.* Another problem mentioned by the staff of three divisions is the vague kind of assignment, which presents difficulty for the staff in providing materials at an appropriate reading/comprehension level. In those cases where specific subject areas were identified, the problem was almost always the need to acquire material at a suitable reading/comprehension level for young adults, particularly the junior high level. All subject divisions indicated that although they use the YA buying lists and other common reviewing media ** they could use assistance from the young adult consultant in locating certain kinds of materials for young adults, and many of the divisions' staff said that separate Y/A buying

* None of the division staff, with the exception of Literature which tries to obtain summer reading lists, make it a practice to collect school curricula. Such a practice would at least result in an awareness of the kinds of classes being offered in the secondary schools, and might provide guidance for the acquisition of materials.

** Booklist, LJ, N.Y. Times, Wilson LJ, Kirkus, and SLJ were the reviewing journals cited. No specialized subject bibliographies or reading lists for the YA level were cited, except in the case of the Science Division and the Literature Division. Overall, there seemed to be little awareness of these specialized bibliographies and lists for specific subjects.

lists on particular subjects would be helpful from time to time.*

All the divisions expressed difficulty in attending the YA materials selection meetings and program meetings. However, in those divisions where a particular staff person(s) has been designated as the YA representative -- all divisions except Information Services, Local History, and Children's Room, -- the YA representative usually checks over the material in the YA consultant's office or during the Adult book meeting, if unable to attend the YA meeting. Division YA representatives and/or division heads informed me that the Children's Room is always consulted if material is borderline in order to determine who should buy.**

None of the divisions, except Literature and RFAC, reported that they make a distinction in their budget for the acquisition of YA materials. Literature, obviously, has the separate teen fiction collection to maintain, and RFAC makes a distinction by the category of music, so that nearly one-third of its budget is spent on popular recordings -- rock, jazz, and show tunes. All the divisions had been allocated a certain portion of the Teen Lounge budget after it was closed, with Literature and RFAC receiving the largest portions. Literature's division head reported that his allocation of $900 for teen fiction was not sufficient to meet the actual expenses he encumbered. A greater amount for teen fiction has been

* Most of the specific subjects identified have already been communicated to the young adult consultant.

** The Children's Room's division head reported that they buy some non-fiction materials to cover the 7th and 8th grade level, but little fiction is acquired for this level.

requested for the 1978-79 budget. YA non-fiction is absorbed into the Literature division's regular budget, just as it is in the other divisions.

Most all the divisions whose collections include high-in-demand subjects, especially for recreational-related use, experience a common problem: a high loss rate of material. Those divisions most affected by the problem will be discussed separately.

Literature's division staff feel that the teen fiction collection is a good core collection that, if expanded, would certainly require more space and funding. However, the division head indicated that there was some need to acquire more newly published fiction. In spite of high loss rate, all staff interviewed referred to the need to acquire replacement copies of high-in-demand subjects; such as, some sports, like body-building and skateboarding, martial arts books, Black fiction and science fiction. Apparently, some of these high loss items are kept in the stacks and must be requested.*

RFAC staff explained that if young adults can't find the recordings they desire in RFAC it's usually because of two serious problems: 1) the processing time involved in getting these very popular recordings on the shelves; and 2) the nearly 100% loss rate on these recordings. The security problem was discussed by Art Division and RFAC staff, and many potential solutions were suggested that need to be further

* Literature's division head reported that nearly 400 copies of Martial arts and weightlifting titles were "lost" in approximately 45 days!

explored as a means to decreasing the high loss rate.

Art Division staff reported problems similar to what Literature experiences -- high-in-demand materials, like comic book collections and material on rock stars, have a high loss rate. One copy of some of these popular subjects are kept in the reference collection as a means to exercise improved control over losses. In addition, some material requested by young adults on popular rock stars is only readily available in certain teen magazines, which are also high-loss items.

This researcher made some comparisons of various recommended lists to Central's collection. For the Superbooks buying list and two, excellent MCLS buying lists for April 1978, the card catalog in Acquisitions was checked. For all the other recommended lists, only the main card catalog was checked. The findings are:

1) Superbooks buying list (YA list MY-47-78 March 20, 1978). As of 6/30/78 of the 127 titles included, 21 were not located in the Union card catalog in Acquisitions as being in any of Central's divisions. This list is a retrospective one and includes non-fiction as well as fiction. No shelf check was made to determine availability, however.

2) ALA/YASD "Best Books for 1977" - as of 5/1/78, nine of the 43 titles were not located in the card catalog.

3) SLJ's YA review committee - "Best Books for 1977" - as of 3/1/78, six of the 24 titles were not located in the card catalog. None of these six titles were included on ALA/YASD's Best Books for 1977.

4) English Journal's "1977 Books for Young Adult Poll" - as of 3/1/78, ten of the 35 titles were not found in the card catalog. This list is generated by a poll of young adult readers, themselves, and includes both fiction and non-fiction. The ten titles not found in the card catalog are unique to this list.

5) YA buying lists Y-53-78 and Y-54-78 (April 3, 1978). These two buying lists include many non-fiction titles and some non-trade publications especially pertinent to young adult collections. These lists were compared to the records of what has actually been ordered by the divisions. Of the thirty-three non-fiction titles, 8 were not ordered

by the divisions. It is not known for what reasons these titles were not ordered. Of the 13 new fiction titles, only 4 were ordered by Literature. Of the 12 new paperbacks listed (fiction and non-fiction), 3 titles were ordered by Literature.*

This researcher noticed that due to the organization of material, young adults can not browse easily to discover these new books of interest. Unless they know an author or title or ask for assistance, the liklihood of their finding these books is small, since most of them are shelved in the adult fiction collection or other division collections.

The young adult consultant's evaluations of the teen fiction center involves recommendations that require a policy/planning decision; however, the comments that reflect directly on materials will be included at this point.

The young adult consultant feels that the teen fiction collection needs to be extensively weeded. She feels that multiple copies of books do not belong there since they occupy valuable space and are not visually appealing to young adults. In addition, the collection is actually two separate collections, a historical one and a more recent collection, with most of the material being for the pre-teens and early teens. She also pointed out that new fiction was not very visible in the collection, and that duplicates of certain titles shelved in adult fiction should

* The use of these particular lists is not meant to imply a pattern or a typical situation. They were chosen as particularly good lists for including material of potential interest for most all the divisions.

be also shelved in the YA collection.

She emphasized that this area is not adequate as a recreational reading center, if that is to be its function, because it is not set up to allow browsing of new fiction and non-fiction. Since there is no place in the library where young adults can browse new YA books, she feels that this area should be expanded to include rotating displays of new books of interest to young adults. Since many young adults don't read fiction (especially males), she feels that non-fiction cannot be excluded from a recreational reading area for young adults. Additional comments will be reserved for inclusion in another section of this chapter.

The only other source pertinent to an evaluation of materials are the comments from MCLS librarians to the question "What should the Central library's YA services role be in relation to systems' member libraries. The great majority who responded to this question referred to materials, and indicated that Central should supplement the resources of the member units as a strong backup.* Six of the 61 who responded stated that Central should have model YA fiction and non-fiction collections.

* One assistant director commented that Central's YA collection is currently not that adequate as a backstop for YA recreational-related materials. He questioned if, in fact, Central should be a backstop for such materials, indicating that the branches might be a better place. Three consultants stated that Central's function of being a back-up for YA materials never really became a reality, as it has, for example, with juvenile materials.

STAFF, SERVICES AND PHYSICAL FACILITIES

Although it is difficult to separately discuss evaluations made by young adults and RPL/MCLS staff of Central's staff, services, and physical facilities, an attempt to do so will be done, largely, for clarity of presentation purposes. Even though staff and services are closely related, "services" will refer to comments about hours of service, library instruction and guidance, and reader's advisory. "Physical facilities" will refer to evaluative responses about the physical plant, itself, that comment about the equipment and general atmosphere. Sources of data used are the same as previously listed in the "Materials" section.

STAFF

Young adult evaluations of Central's staff, as recorded by pertinent questions on the Nov./Dec. questionnaire, show consistently that the overwhelming majority are quite satisfied with the staff and the assistance provided. Central's staff were rated as excellent or good by 76% of all respondents for being "friendly", understanding and interested in helping." Only 27 respondents (2%) checked "poor" and 105 (8%) checked "fair". Of the 52% who did ask for assistance, 69% rated the librarian as very helpful, 25% rated him/her as moderately helpful, and 6% rated him/her as barely or not at all helpful. Findings for another question related to why the respondent didn't get what he or she came for show that only 7% checked the reason "library staff not helpful enough." Without knowing the exact questions or problems, it is difficult to comment about the respondents who checked "moderately helpful." It could be that the nature of the questions, more than how the librarian helped the young adult, determined the degree of satisfaction.

Responses recorded during interviewing show that although a little over 1/3 of the respondents don't feel comfortable asking for help, of the 58% who did ask for assistance, 61% rated the librarian as very helpful and 39% rated the librarian as moderately helpful. No one stated that the librarian was barely helpful or not at all helpful. When asked if the librarian smiled or showed other evidence of being friendly, almost half of the young adults questioned said no. Both the high school pages and a finding from a very recent YA user study confirm the fact that young adults, like all users, are more willing to ask for assistance and feel good about the assistance provided if the staff person is friendly and understanding.

Responses for both the community libraries and secondary school questionnaire to the open-ended question asking respondents to make suggestions for improvements about any aspect of Central's service reveal that of the slightly less than 50% who did write in suggestions and criticisms, about 17% had to do with staff. The majority of these responses (44 respondents for both surveys) stated that the staff were unfriendly. The remainder provided comments about the staff not being helpful enough, or that more available staff are needed to provide help in finding material.

It appears that most young adults do not perceive a need for having a special librarian to assist them. The statement on the Nov./Dec. questionnaire which asked respondents to rate statements about the need for certain services and responses gained during interviews with young adults in Central, both show that only about 15% of all respondents though it was very important to have a special librarian designated to help young adults.*

* About 25% rated this service as "important"; 39% checked "not important"; 10% checked "don't know" and 9% did not respond.

This researcher, the YA consultant, the high school pages interviewed, and some division staff have noticed that a very small minority of Central's public service staff do not look friendly or easily approachable. Naturally, environmental factors -- busy phones, problem patrons, hot and humid day, etc. -- affect each person's job performance. However, if an unfriendly or sharp exterior is perceived consistently by young adult users -- any user, for that matter -- they will be less likely to ask for assistance.

Most all the consultants interviewed (as well as one assistant director and a few division staff) agreed that an attitudinal problem exists among Central's staff that was described variously as: "Problem here (Central) is that staff doesn't think Y/A -- training is necessary."

"Attitude is pervasive to all public libraries that they don't want to deal with kids...Central only wants them here on their own terms."

"Central's staff, unlike branch staff training, where attitude is developed to help all age groupings, have an idea of limiting themselves to an audience. Seems as if YA's are not welcome here -- at least visually there is little that acknowledges them."

"When young adults come here, the attitude communicated is you don't exist."

Only three community libraries provided comments on the MCLS Member Libraries questionnaire pertinent to Central's staff. All these comments revealed a feeling that perhaps some of the librarians at Central are not sensitive to the needs of

young adults and to the fact that they may require extra service or more assistance.

Important at this point, before presenting the evaluative comments pertinent to services, is a brief discussion of Central's public service staffs' attitudes about YA service.

Unlike the comments provided by the librarians from all the branches and towns in MCLS, very few of whom ever questioned the need for providing specialized services for young adults, comments of Central's public service staff reveal that there is a difference of opinion regarding the validity of differential services for young adults. Although no one ever questioned the need for specialized YA materials, approximately 45-50% of the staff questioned the need to provide special services. Most of the reasons provided were along this theme: Young adults are treated equally and they get the same consideration and service as all other users. Their requests are evaluated by us as any other user's request is, and if special help is needed, they will get it. Some staff from two divisions even stated that having a separate YA librarian and special services would be discriminating against other users.* When division heads were asked if they offer any special services for YA users, such as more detailed reader's advisory or reference help with school-related activities, four stated no; three stated no, but that more reader's advisory is necessary; and three stated yes.

* The former director of RPL stated that in principle, separate Y/A services are discriminatory, and that he would like to see Y/A's mainstreamed in Central.

That is not to say that these staff members were completely satisfied with the present situation. All but two staff members felt that certain improvements were needed to provide better service. What is important to note is that the staff are split nearly in half over the belief that young adults should be considered as a special user group and that they do have special library needs or characteristics that require special services.

SERVICES

Based on the survey and interview responses from all sources, the overwhelming majority of young adults are satisfied with the hours of service at Central. In fact, 15% of all the responses provided for why young adults use Central is the reason "more convenient hours of service than other libraries." Only a handful wrote in on the community libraries questionnaire and the secondary school questionnaire the need for longer hours or Sunday hours of service. However, of the young adult population surveyed inside Central during the Nov./Dec. weeks, 71% rated "convenient hours of service" as excellent or good; 11% rated it as fair; 3% poor; 8% checked "don't know"; and 7% did not respond. Five percent of the respondents who wrote in replies to the open-ended question "I would come to this library more often if..." suggested Friday and Saturday evening hours and/or Sunday hours. About 3% of the young adults interviewed suggested longer hours and/or Sunday hours.

Only one question on the Nov.Dec. questionnaire asked young adults to rate the procedures for checking out and returning materials. Responses show a very

high rating.* Very few young adults commented, either in write-in questions or during interviews, about the circulation system. Of those few who did, some comments were: "I wish I could renew material at any library, instead of coming downtown."

"I can't get a library card 'cause I owe money, but I can't afford to pay the fines."**

"Sometimes the line for checking out books is too long."

Of much greater significance are the responses and comments that relate to the need for better guidance and assistance in the use of the library. Based on all sources used for data collection, the one suggestion most frequently provided was the need for more signs and instructional aids. On the Nov./Dec. questionnaire the characteristic "sufficient signs and directions" received the lowest percentage (63%) of respondents who checked "excellent" or "good", relative to the other percentages for excellent or good ratings. Twenty-six percent checked "fair" or "poor". In fact, a separate tally was kept of the less frequent and non-frequent users who indicated that "the library was too confusing; couldn't find material" (question #17) or that rated "sufficient signs and directions" as either fair or poor.

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* One long and well prepared typed response to an open-ended question of which part of the letter is about the circulation system states..."the area most in need of attention is the circulation and record-keeping system, whose economically available methods are woefully obsolete." (See p. 45 in the Appendix for complete text.)

** This reason was provided by 3 young adults. One younger teen seemed so sincerely upset that this researcher advised her to have a parent write or call to explain the situation.

It was assumed that these users of Central would be less familiar with Central than the frequent users.* More than half of the respondents who indicated one or the other of the problems related to signs or directions were less frequent or non-frequent users.

Six percent of the 994 questionnaires processed from the community libraries survey had the reason "library too big and complicated" as a reason for why they hardly ever or never use Central. Of the 45% who did write in problems, of the 235 separate problems recorded, the great majority (63%) related to the difficulty in finding the divisions and the materials, finding available staff to help, and generally the difficulty in feeling comfortable and at ease using Central. One hundred responses referred to the difficulty in finding the material needed. There seemed to be tendency for the lower grade levels to express more problems using Central.

Of the suggestions provided during interviews with young adults, the need for better directional signs and card catalog instructional aid was expressed by 72% of the 60 young adults who provided critical comments.

Nine percent of the 557 respondents in the secondary school survey checked in question #13 that because Central is too big and complicated they never or hardly ever use it. Of the 42% who wrote in problems,*** the most frequently

* Recall that nearly half of the users surveyed were frequent users, which means that the findings may be weighted by the responses of the more regular young adult users, who may or may not be as critical of the staff, services, and facilities.

** An additional 53 indicated that Central was "OK the way it is now" and 9 indicated "don't know".

*** 33% checked "It's fine the way it is now." The remainder did not respond.

cited problem expresses the need for better signs and directions and/or more available staff to assist in locating materials. This type of comment represents 33% of all comments. Again, it is found that the lower grade levels offered a larger share of the comments than the other grade levels.

Clearly, a significant number (even if not a majority) of young adults are frustrated in using Central and could use improved directional and instructional assistance.

The majority of young adult respondents indicated on the Nov./Dec. questionnaire that they felt tours of the library would be helpful, and for all grade levels except the 10-12th, a majority felt that instruction is needed on the use of library resources. However, the percentages that felt the need for these two services as "very important" are 27% and 22%, respectively.

Central's public service staff also had plenty to say about how services could be improved and where the primary weaknesses in service exist. When referring strictly to improvements in service for young adults in individual divisions, most of their comments related to improvements in materials acquisition. However, staff from three divisions commented on the need for more readers advisory and library instruction for young adults in their division, especially the need for "pathfinders" or guides on popularly requested topics, or for instruction on specific bibliographic tools. Also pointed out was the problem during very busy periods of providing good service to students who are doing detailed library research. Even those staff who were not in favor of developing something written or formal library instruction, expressed concern about not being able to spend

adequate time with young adults during busy periods. Those divisions that indicated this occasional problem are Literature, Information Services, Science and Business and Social Sciences. A staff member from Information Services commented that sometimes the front desk gets so busy that adequate help to young adults at the card catalog cannot be provided. Especially a problem for young adults, this staff member feels, are cross-disciplinary topics to research, for which more than one division must be used. She feels that young adults often get lost in the process.

Responses to the question "Do you feel the present arrangement is adequate to meet the total informational needs of young adults?" reveal a majority who are not totally satisfied. Comments made to this question and to one other that asks for opinions of what is needed show that basically, the public service staff feel that school-related needs are being met adequately in the present situation. However, almost everyone asked to comment about the adequacy of the present directional and instructional signs, agreed that these signs could be improved. Particularly in need of improvement are the floor-plan signs*, card catalog explanation, and the development of instructional aids for library instruction. Not everyone agreed that the development of various kinds of instructional aids is necessary, but the majority expressed the feeling that this kind of extra help is also needed by other users, and if resources and staffing should be directed towards this purpose, that all users would benefit. The often repeated comment was heard, "You know it's not just young adults who don't know how to use the card catalog or how to research a topic." Most of the staff questioned agreed that an A/V presentation located right by the card catalog designed to be an orientation to the library and its services would be useful.

* All young adults questioned agreed that Central needs a large floor-plan of the building in the front lobby. Two young adults interviewed didn't even know the second floor existed!

A few staff members commented about the need for having someone responsible to establish a comprehensive program of contact and communication with schools, especially in arranging tours and providing follow-up after tours. However, the overwhelming majority of comments centered around the present inadequacies in meeting the recreational-related needs of young adults.

At least ten staff members expressed the opinion that young adults need a space in Central different than the present teen fiction area. They feel that the Teen Lounge should not have been closed. The majority of staff, however, do not seem to be convinced that young adults need a space like the former Teen Lounge. But they do feel that various improvements are needed to better provide recreational-related services to young adults. Comments include:*

"The leisure reading needs are not being promoted. Need someone available to listen, do counseling, and outreach to the schools."

"Need to provide more readers advisory for teen collection" (two staff made this comment)

"Teen fiction collection not adequate in terms of space; need a display area and perhaps more magazines." (three staff made this comment)

"Now there is no guidance for teens; they need a recreational area that reflects all their personal interests and they need a Y/A librarian."

* About 6 staff members had no comment to make or indicated that they just didn't know enough to comment.

"Need a YA librarian or someone who cares about young adults and really knows the collection. Need this person to keep the rest of the staff thinking YA." (3 staff made this kind of comment)

"Need YA programming that is purely entertaining, but actively tied into the collection." (3 staff made this kind of comment)

Comments from consultants are varied. Several consultants indicated the need for more instruction on how to use the library and the need to make signs more visible. One consultant pointed out the need to establish an official policy on providing assistance for school assignments, since she felt that young adults were probably being treated inconsistently depending on the staff person assisting.*

All consultants present at the April 17, 1978 consultants meeting** felt the need for a person to be identifiable as the staff person responsible for young adult services. Although there was not mutual agreement about the need for a YA lounge, everyone present did feel that more visibility was needed in Central to show young adults that their interests and needs are perceived and deserve attention. This concern was expressed by the need for regularly rotating displays, exhibits, programs, a YA bulletin board of current happernings and local information and crisis information for young adults.

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* All public service staff in Central and in all MCLS community libraries were asked how they handle requests for school assignment help over the phone. Although the majority followed the rule of thumb-- Answer brief questions only and encourage them to come to the library-- 2 Or 3 in Cnetral and 6 in community libraries indicated that if they were certain it was a school assignment, they would try not to provide answers. This researcher sensed a certain arbitrary quality to the process.

** Those present were: L. Bretz, E. Chu, J. Cummins, S. Hunt, B. Ihrig, E. Kroeger, A. Kusler, J. Pearsall, and N. Ryan.

One consultant expressed the opinion that one way young adults could be better served was by having RPL represented in career fairs and similar school activities, so that better school-public library communication would be developed. Also, she felt that involving more students in Central in such ways as tour leaders would help promote Central.

The young adult consultant sees the greatest inadequacy in the promotion of recreational reading and the provision of readers advisory. She was emphatic about the need for a YA specialist to be responsible for creating, maintaining, and promoting use of a recreational-reading area, and providing outreach to people working with young adults. She has very specific ideas about where and how the present teen fiction collection should be expanded.

Comments recorded by management staff related to the need for a YA specialist to promote services are:

" YA specialist is not necessary here, not as a specialist in YA materials and all but like a PR person as an assistant to the YA consultant. This person could be the liaison to youth groups, agencies and schools; be a YA advocate and coordinate YA outreach in Rochester and particularly around Central."

"What we need in Central is an ombudsman-- not at a desk, but circulating and making contact with kids inside and outside of the library. This person also would be a catalyst for involving library staff with youth to get them interacting."

Of the few specific comments made by community librarians regarding Central's YA services, 4 librarians indicated that they were sorry to see the teen lounge closed and about 8 said that they think teens are being short-changed now. Other comments

that expressed expectations of Central include:

"Give good service to walk-in teens." (5 made this kind of comment)

"Have programs that would attract special interest teens (like video workshops)

"Provide readers advisory."

"Provide a friendly atmosphere for YA's."

"Generate feasible YA goals yearly."

"Be the leader, innovator, experimenter."

"Have a good, rotating pool collection."

"Function as a "branch" for people who live nearby."

"Maintain an attractive YA area with a lively librarian who communicates well and will promote programs."

"Keep aware of what other community libraries are doing; basically need an aware and interested YA librarian."

FACILITIES

Not many young adults made specific critical comments about the physical facilities.

Four percent of the young adult respondents in the Nov./Dec. survey indicated that the space or equipment was overcrowded. Rather significant is the written-in suggestion (also provided by 10% of the young adults who offered suggestions during the interviews) that more study space is needed. Some respondents suggested carrels and some stated the need for a place where small groups working together could feel free to talk.

Also fairly frequently mentioned by those providing comments about the physical facilities, was the comment that the teen center should be made more comfortable and attractive to teens. The responses on the Nov./Dec. questionnaire for rating Central on the characteristic "pleasing and comfortable atmosphere" show that 16%* rated Central as fair or poor. A handful of young adults wrote in that Central should have; 1) a lounging area where smoking and eating are allowed; 2) another typrewriter; and 3) less expensive (5¢) copying machines.

A majority of respondents agreed with the statement that an area in the library for teens is needed. According to their responses on the Nov./Dec. questionnaire, 29% felt this need to be "very important", 29% checked "important", 24% checked "not important", 10% checked "don't know" and 8% did not respond.

Division staff, consultants, and community librarians' comments about the physical facilities were relatively few, but all centered around the need to make the teen fiction area more attractive and inviting. The minority who felt that a different space for a teen lounge was needed usually stated that the space should be decorative, colorful, and comfortable -- "a place where teens can be themselves."

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* This characteristic received the highest relative percentage of negative response. However, 74% checked "excellent" or "good", 3% checked "don't know" and 7% did not respond.

Evaluative comments of Central's YA staff, services, and facilities made by representatives of alternative school programs can easily be implied from their comments vis-a-vis library needs.*

An analysis of a question on the secondary school questionnaire about selected characteristics of public libraries, although not specific to Central, will be included at this point since it attempts to assess student attitudes** about materials, staff, services, and facilities of public libraries. Even though the attitudes expressed are not specific to Central, this researcher feels that they have value, since these general attitudes about public libraries affect the young adults' perceptions and expectations of all libraries.

The following chart illustrates the findings:

STATEMENT	STRONGLY OR GENERALLY AGREE	STRONGLY OR GENERALLY DISAGREE	DON'T KNOW	NO RESPONSE
2*** Public libraries usually do a good job of supplying materials for children and students.	93%	4%	1%	2%
3. People who work in libraries usually provide willing and useful help.	84%	8%	3%	4%
4. Public libraries are usually more concerned about books than about people.	29%	52%	15%	5%

(cont'd. next page)

* Refer to p.23-24.

** Assessing attitudes is always difficult since it requires a statement of feelings rather than an objective fact. However, in spite of the problems inherent in attitude assessment, the findings resulting from such an effort are valid and reliable for pointing to the general direction of negative or positive attitudes about public libraries.

*** Statement number one not included since it is not pertinent.

STATEMENT	STRONGLY OR GENERALLY AGREE	STRONGLY OR GENERALLY DISAGREE	DON'T KNOW	NO RESPONSE
5. You can usually get a better selection of books at a book-store rather than a public library.	29%	57%	11%	4%
6. Public libraries are too old-fashioned and formal.	21%	68%	7%	4%
7. Being in a public library makes me uncomfortable.	20%	72%	5%	3%
8. Public libraries don't have much of interest for teenagers.	26%	59%	10%	4%

Basically, for all statements, the majority of respondents have expressed positive attitudes about public libraries, services, and staff. In those cases where the percentages expressing a negative attitude are a bit greater -- #4, #5, #8 -- part of the reason is due to the higher percentage of respondents who checked "don't know" for those statements. On the other hand, these same statements are the ones to consider when the staff of Central evaluate themselves or seek areas to make improvements. In effect, the findings reveal to a certain extent the attitude that public libraries are not the best place for teenagers to find their recreational/personal interest materials; but they are a good place for students to get materials for school-related work. Also, to a limited extent, the old stereotype of the "bookish" rather than people-oriented characteristic of library staff is revealed.

A separate discussion of RAVD is necessary since evaluative data collected for this division are not as complete as for other divisions.* In addition, some non-print

* RAVD'S Oct. and March data collection efforts were somewhat different than the other divisions. Few specific comments from young adults were recorded and only two young adults were ever observed and interviewed by this researcher in RAVD. Therefore, most all the information obtained is from RAVD staff and the A/V consultant.

media -- records, cassettes, films, video -- are heavily used in some libraries by young adults for largely recreational-related reasons, and therefore audio-visual library service is a very important part of total library service, especially for young adults. Several library use studies, one of which was the Philadelphia Project, have found that audio-visual materials are in greater demand by students from lower socio-economic communities, and are sometimes the bridge from non-use of libraries and non-reading to enjoyment of reading and utilization of libraries.[16]

All three of the staff questioned (AV consultant and the head and assistant head of RAVD) felt that the collection was adequate to meet the needs of young adults and organizations representing young adult interests.* The head of RAVD tries to purchase everything on the 8mm film buying lists, which are generated, in part, from the young adult librarians' input and the A/V consultant's input. The 16mm films of particular interest for YA's are acquired in two ways: 1) on the basis of recommendations from young adult librarians at the monthly previewing sessions; and 2) A/V consultant and/or YA consultant and head of RAVD recommend and select films on the basis of reviews, previewing sessions, and ILL requests. Therefore, it seems that young adult interests are sufficiently represented in the acquisition process.

Only five or six comments were recorded from all methods used in which young adults criticized the 8mm film collection. Two teachers interviewed** were extremely laudatory of the materials and assistance provided them in RAVD.

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* Almost all the requests recorded during the Oct. and March data collection efforts were checked as adequately met. For those very few that were not adequately met, referrals were made.

** One from Operation Young Adult and one from School Without Walls.

Services and facilities will be discussed jointly, since in this division where materials usage is dependent on the hardware, they are tightly related, as are the materials to facilities.

RAVD is primarily a 16mm booking operation, and therefore, partly because of the limitations of space and staff, 8mm film, filmstrip, and video in-house use is not promoted for any user. Another reason is the lack of equipment for viewing the 8mm magnetic films* which are the most popular with young adults. Sixteen mm film viewing and video viewing must be arranged in advance, and 16mm viewing requires the teacher's or some adult's permission.

Schools and youth organizations of all types are heavy users of the 16mm film collection. For the most part, the programming assistance and arrangements are all handled over the phone; the in-person young adult or persons working with young adults use of RAVD'S programming assistance and booking services is minimal.

Walk-in 8mm film, filmstrip, and video young adult usage represent a very small percentage of the use made of RAVD. Even with the recent rearrangement of equipment and furniture in RAVD, it is not that easy to access these collections without extensive browsing or asking for assistance. The assistant head of RAVD is usually available to provide assistance, but when she is otherwise occupied, persons wishing assistance are served from one of the staff behind the counter.

* The equipment was stolen some time ago. Only the much smaller 8mm cartridge collection can be viewed.

With all the above as a backdrop, then, how can RAVD's service to young adults be evaluated? The head of RAVD feels that because of problems in the past with groups of young adults causing "too much traffic and being too hard on the equipment", and because of the physical limitations of space and staff, the present services are sufficient. He feels that Central is not the place to promote A/V services; instead, he believes it is better to promote them in community libraries, especially in those that were designed for A/V use. He did express an opinion that the division staff do not effectively promote A/V materials usage.

The assistant head felt that an attempt to promote the use of the division is necessary, even though the limitations already mentioned would restrict the effort. However, both of them mentioned certain kinds of services that would improve access and be supportive of more YA use. Their suggestions are:

1) All A/V materials be represented in main card catalog.

2) Color-coding in the main card catalog could be used to promote attention to the materials.

3) Production and distribution of a 8mm film catalog*.

4) Interfiling of filmstrips with the print materials in the divisions.

5) Ideally, if a teen lounge were to be created, the 8mm collection and viewing equipment should be housed there.

6) More promotion of A/V materials in the divisions.

* Apparently the production of an 8mm film catalog has been in progress for some time, but is presently in "limbo".

The A/V consultant feels that more needs to be done to promote the 8mm and filmstrip collection. She also feels that the physical location and facilities of RAVD are not suitable for encouraging recreational-related use of the resources there; however, she does feel that Saturday afternoon film series, as offered in the past, should definitely be attempted. She mentioned the possibilities for high-interest Y/A programming that might result from the current staff involvement with the video training and the 8mm feature film focus grant.

This researcher's overall impression is that in spite of the real limitations in RAVD of space, staff, and equipment, efforts could be made to improve services to this age group for the following points: 1) Even if 8mm magnetic film viewing is not possible at this time, more young adults using this library could be made aware of the collection. The collection is reported to be heavily used via I.L.L., but the walk-in use of the collection (limited to borrowing, since viewing in not possible) is not that great.* Replacement of the 8mm magnetic film viewing equipment should be considered, but only after careful consideration of the objectives for and implications of providing this service.

2) A definite scheduling of Viewer's advisory could be planned, so that quality reference service is available during all hours of service in RAVD.

3) An 8mm film catalog should be produced and actively promoted to the alternative educational programs in the downtown area and

* Of course, the potential borrower of this collection must have access to equipment to use the films. It is not known to what extent this factor restricts fuller use of the collection.

to youth organizations. Also, copies of the catalog, as well as the 16mm catalog, should be located at several points in Central (certainly at the main card catalog somewhere) where they are visible and accessible to the public.

4) Either all A/V media should consistently be catalogued and included in the main card catalog, or a decision made not to include those A/V formats for which catalogs exist that provide access. A comparison of a sample of A/V materials from the card catalog in RAVD to the main catalog revealed some inconsistencies. Some 16mm films were included in the main card catalog*, but most all the videocassettes included in RAVD'S catalog were not in the main catalog.

5) Division staff could bring relevant A/V materials more to the attention of users (young adults included, of course) by various methods -- such as, production of lists/bibliographies of selected films and other pertinent A/V material on various subjects, and exhibits and displays that utilize A/V materials.

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* The head of cataloging explained that since 1970-71 16mm films have been catalogued from the annotations sent by RAVD.

VII. WHAT EXISTS vs. WHAT IS NEEDED: POSSIBLE GAPS/LACKS

In order to shed some light on the existence of gaps or lacks in young adult service at Central, significant findings well substantiated by data about how young adults use Central and the implications of their library behavior will be contrasted to information that identifies young adult information needs and young adult library services needs. First, however, an overview is necessary of young adult services in Monroe County and YA library services in RPL/MCLS.

WHAT EXISTS

Rochester and Monroe County library service for young adults must be viewed within a larger youth services delivery system. Fortunately, a very well planned and comprehensive needs assessment and delivery system already is operational in Monroe County. This system is largely coordinated by the Rochester-Monroe County Youth Bureau; city and town governmental agencies and community organizations of all kinds make up the system. A variety of young adult interests and needs are supplied by these organizations. Localized gaps in service have been identified, but usually part of the problem is traced to underutilization of existing resources and the need to decentralize services and/or offer multi-service centers.

Responses to the MCLS member libraries questionnaire reveal that library resources for young adults within RPL/MCLS are generally adequate, although there is little uniformity among the libraries. Questionnaires were sent out to all professional librarians in MCLS units (as well as most all units in the Livingston/Wyoming and Wayne/Ontario library systems) to obtain information about their young adult users, their facilities, staffing, services, and

collection. Only 5 of the 22 town library units in Monroe County did not respond, so overall response rate was 77% of all RPL/MCLS libraries.

An analysis of some of the more pertinent questions shows that of the 29 RPL/MCLS libraries responding, more than half have YA specialist positions. The majority indicated that 10%-15% of the total budget is spent on YA materials and 10%-25% of all users are young adults. Nearly half of the libraries have either a separate room or a section of a room designated YA . The majority of librarians indicated that school-related needs are the primary reasons for young adult use of the library. The majority of librarians indicated that the main problem in serving young adults is attracting more of them into the library, especially for program attendence and participation. However, nearly two-thirds stated that they had no written or understood statement of goals, and nearly half stated they make no evaluation of YA services. The great majority have only separate YA fiction collections; the non-fiction is integrated into the general collection. Nearly two-thirds of all responding librarians stated that they offer such services for young adults as informal library instruction, readers advisory, exhibits and displays, programming, and school visits. Only about one-third performed other kinds of outreach services besides school visits.

Central's young adult users represent at least 12% to 14% of Central's total users. They are predominately secondary school students* coming almost as much from the suburban towns as from the City of Rochester. The overwhelming majority are white students, particularly from the senior high grades of 10th-12th, with

*Only 4% of non-student young adults were recorded in the Nov./Dec. survey. All library use studies examined confirm the finding that a very small percentage of non-student young adults make use of public libraries. However, the needs of these non-student young adults, which are usually life skills-oriented and recreational/personal interests-oriented, should not be overlooked.

A nearly equal number of males as females. Slightly less than half of Central's young adult users are frequent (i.e., use Central once a month or more), while the remainder make much less frequent use of Central. This remainder uses Central usually once or twice a year when school libraries are unavailable to them because of school vacations and/or the nature of their school assignments requires use of a large library with a broad selection of materials. However, a particularly noteable portion of Central's frequent YA. users are those students from School Without Walls, who use Central as their school library, students from nearby Interim Jr. High, and tutees and tutors from the Rochester School District's Learning Disabilities Program. The latter of these three groups, generally just occupies space, since they usually provide their own materials; however, a minority of them also use recreational-related materials. First time young adult users represent a significant percentage, with 15% to 20% (depending on the time of year) of all young adult users in that category.

Saturdays, afternoons, and evenings--in that order-- are the busiest times for young adult use of Central. Young adult telephone use is insignificant.

They come to Central to borrow books and use journals and reference materials chiefly for school-related reasons. Approximately 20% make use of recreational-related materials, particularly the 7th and 8th graders, whose use of recreational-related materials is nearly as great as school-related materials.

Young adult users make multi-division and multi-materials usage of Central. Literature and Information Services are the two busiest divisions, vis-a-vis young adult use. For all surveys, between one-third and one-half of all respondents had asked for assistance, and the majority of these requests were not of a substantive nature. It seems that young adults, particularly the older teens, attempt to help themselves, even if it means not obtaining sufficient or suitable

materials. Although almost all the young adults who had not asked for help told this researcher they had not asked because they didn't need it, about one-third admitted to feeling uncomfortable about asking for assistance. The library pages interviewed stated that they feel the great majority of their peers are ignorant of the resources here in Central, and that they do not know how to fully use a library as big as Central, but for reasons of timidity and vulnerability, they don't like to ask for help.

Non-users (potential users) and non-frequent users of Central are somewhat more difficult to describe. First, are the approximately 3600-3900 students who change buses daily downtown. What portion of these are potential users of Central is impossible to know. Then, are the approximately 750 students enrolled in the downtown alternative educational programs for dropouts, "problem students", or otherwise educationally disadvantaged. A very small percentage of these young adults use Central, even though library resources in their schools may be inadequate. Yes, they are practically all in basic educational programs or technical/vocational programs, so that they may have limited school-related reasons to use Central's resources. But what about other informational needs? Margaret Marshall in her book Libraries and Literature for Teenagers , reporting on findings of other YA library use studies, has some pertinent comments to offer in regard to this type of young adult:

> "One study of less academic, socially lower,early school leaver shows that only about one-fifth were recorded as being registered members of a public library, but less than one-half of the one-fifth regularly used the public library...A very small proportion of teens use the public library, and that proportion is not socially representative of the population.[17]
>
> The public library is catering fairly adequately for the study needs of the largely middle-class, full-time students, but appears to offer very little to the teenager who is not in that category. This situation is common to those library systems where there is no policy decision to

> serve the teenage community and no separate staff or service. The situation alters considerably when responsibility is laid upon a librarian or department for attention paid to teenagers. In these cases, the non-student, the working teenager, the deprived young adult receives attention also."[18]

Clearly, this young adult population near Central and the people working with them as counselors and teachers are potential users of Central, provided their information/library needs can be better identified and met.

The secondary school survey and the Midtown Shopping Mall survey provide some additional information about young adult non-users of libraries. However, since only 50 young adults were identified as non-users in these two surveys,* the findings cannot be used to draw conclusions about all young adult library non-users. In any case, it was found that: fewer of them identified themselves as pursuing an academic course of study; a much higher percentage (18%) than the library users (8%) indicated that they do not read for their own pleasure; only 3 respondents (7%) indicated that they would not go to a library to obtain at least some of the information that they had checked they might want or need; about 30% of the non-user sample expressed an overall negative attitude about public libraries as compared to 25% of the total sample; and less interest than library users in participating in library programs was indicated.

Knowing about the young adult users and potential users of Central is important in determining if the present resources of materials, staff, services, and facilities are adequate to meet their total informational needs. In an abridged format, then, what is the present resources situation?

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*"Non-users" were identified by the following criteria: 1. they had checked on the secondary school questionnaire in question #9 "don't use any library regularly" and 2. they had checked in question #11 "once or twice a year" or "hardly ever use it."

The resources of materials, staff, services, and facilities are usually adequate to meet the school-related needs of young adults. Certain times of the year, however, do result in a greater demand for school-related materials, especially when mass school assignments occur, thus requiring some divisions to provide multiple copies of certain subject materials. Generally speaking, though, the only school-related materials problems identified by staff are the need for material at a lower reading/comprehension level for certain subjects and the need to locate and acquire additional YA material for certain subjects.

Recreational-related materials, especially high loss rate materials, is more of a problem. At least three divisions have experienced a high loss rate for certain YA high-in-demand materials--to the extent that replacement of materials is not attempted or may be only partially attempted, all of which results in limitations on the acquisition of new YA high interest materials. As a means to control the loss of these materials, some of the solutions have resulted in restricted access to these high-interest/high-loss materials. In the case of Literature, some materials are kept in the stacks, so that only those who ask will be able to locate them.

The organization of YA recreational-related materials in Central is not conducive to easy use and is certainly inadequate for browsing. The teen fiction collection is inadequate because it does not include material of interest to the older teens. The material housed there chiefly reflects the tastes of pre-teens and younger teens, and because it houses little new fiction recommended for young adults (the majority of which is shelved in adult fiction), and of course no non-fiction, it is not a recreational reading area in the true sense of the word. Since there is no other recreational reading area, young adults must use other divisions for their recreational-related needs. While they seem to be

willing to use the divisions in this manner, for the more than half who don't ask for assistance, if they cannot find what they are looking for by themselves, they will more readily give up the search and go away empty-handed, because, after all, the material is not needed for a school assignment. And certainly the present situation regarding Y A recreational-related materials, including non-print materials, leaves a great deal to be desired from the perspective of promotion of these materials.

Nearly a 50/50 split exists among Central's public service staff regarding the need to provide differential services for young adults. Only three division heads stated that they provided any special services for young adults, such as more detailed instructional services or readers advisory services. Almost all the public service staff interviewed felt that the school-related needs of young adults were being adequately met, although there is nearly unanimous concern for those young adults who don't ask for assistance, particularly during busy periods when staff-initiated assistance or follow-up is difficult to provide in certain divisions. However, nearly all the public service division staff saw the need for improved directional signs and about 45% thought that various kinds of instructional aids are necessary, not only for young adults, but all library users. A majority also expressed dissatisfaction with the present arrangement for meeting young adult recreational and personal interest needs. Improvements in the teen fiction collection, the need for a young adult librarian/advocate, and the need for staff training regarding young adult materials and services are the primary needs identified by Central's staff and MCLS staff.

From the young adults' viewpoint, the primary need centers around help, both self-help and assistance from library staff. Most frequently mentioned was the diffi-

culty in finding the material needed and improvements needed in directional and instructional aids. The need for a floor-plan sign in the outer lobby and better instructional signs explaining the card catalog were suggested by a majority of those who provided comments.*

Also desired is friendly, understanding assistance. At least one-third of the young adults interviewed stated that they did not feel comfortable asking for help, although three-fourths of the respondents in the Nov./Dec. in-house survey rated the library staff as excellent or good for the characteristic "friendly, understanding, and interested in helping." For those respondents who did ask for help, the overwhelming majority were satisfied with the help they received; however an important minority are those who felt dissatisfied with the help they received and those who neither found what they wanted or needed nor asked for assistance.

Although no Y A programming is currently offered in Central, a significant interest was demonstrated for it. Even though only 18% of the Nov./Dec. survey respondents indicated the need for programs in Central as "very important"** 70% and 73% of the respondents of the community libraries survey and the secondary school survey, respectively, indicated their interest by checking at least one program activity in which to participate. Particularly great interest was shown in job opportunities workshops, crafts/hobbies workshops and film/music programs. The local public library was always selected by the majority of respondents as the preferred location for the programs.

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*Recall that between 40-45% of all respondents for all surveys provided critical comments or suggestions.

**One important difference is that the Nov./Dec. questionnaire did not list types of programs, as did the other questionnaires.

Facilities and equipment were generally found to be adequate, although the need for additional work space--either as study carrels or a separate room where small group discussion is possible--was identified by a sizeable number of young adults. Apparently, the sitting/working space becomes crowded on some Saturdays during the year and certain school vacation times, such as was experienced the Friday after Thanksgiving. For the very few who make regular use of the copying machine and the typewriter, suggestions for a 5¢ copier and an additional typewriter were recorded.

The atmosphere and decor of the teen fiction collection was felt by some staff and young adults to be unattractive and too formal. Some staff felt that making this area more visually appealing and comfortable would help promote its use. Of all the expectations for service that young adults were asked to rate for their relative importance, the only statement that was consistently rated "very important" by a significant percentage of young adults* was the need for a separate area in the library where recreational/personal interest materials would be housed.

WHAT IS NEEDED

A presentation of what is needed will include a reiteration of significant findings from the data collected on information needs/library needs, as already discussed in Chapter IV, statements made by leading young adult specialists, and guidelines recently prepared by ALA/YASD. The inclusion of statements from the experts in the Y A services field and of guidelines are

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*Nearly one-third rated this expected service as "very important" in both the Nov./Dec. survey and during the interviews. Fewer of the older teens, however, expressed this expectation.

provided in order to expose the activities, trends, and significant beliefs of the profession. Of course, not all of these statements and guidelines may be applicable to Central, at least not until a Y A services role is determined. Even though it is outside the scope of this study to draw conclusions about MCLS young adult services, all future planning efforts should spring from a systems approach; therefore, these selected statements and guidelines should have importance from the systems perspective.

First, what do some of the young adult specialists have to say about the need for differential service for young adults? Examples in the literature are abundant:

> "The goal of library service to young adults is to aid the individual in achieving a successful transition from childhood to adulthood by providing the resources and the environment that will foster intellectual, emotional, and social development. To reach this goal it is essential that the library recognize that the needs of young adults are different in kind and intensity from those of other library users, and that staff and programs of service must be developed accordingly."[19]

(Statements similar to the above were located in guidelines and standards of three other library system.)

> "An extensive body of literature exists, particularly in the fields of biology, psychology, sociology, and education regarding youth; all tending to support the concept of youth as a special group possessing distinctive characteristics which possibly require special treatment and understanding."[20]

> "It is true that young people wish to be treated with the same respect and regard as adults. In effect, however, the same treatment as that given adults will not always suffice. Because they are so often on the defensive, awkward, or inarticulate, young adults require sensitive handling..."[21]

The following relevant statements made by experts in the field and guidelines and standards prepared by selected library systems refer to needs for young adult materials, staff, services, and facilities.

Regarding a young adult services policy:

> "Service to young adults requires an administrative commitment to this objective, together with a sufficient allocation of resources... Young adult service goals and objectives should be incorporated in the library's overall policy statement. Such a statement should identify the young adult constituency as both actual and potential library users, define its service needs, and set forth the design for meeting those needs..." [22]

> "Library service to teenagers encompasses the young adult who uses the library and the young adult who does not, either from ignorance or antipathy. At worst, the library service is simply a collection of books. At best, it involves intensive and extensive work within the library building and out into the community. It incorporates service for study and self-education and service for recreation." [23]

Regarding the staff:

> "Unless there is a YA librarian to make the collection work, of course YA work will fail." [24]

> "The cost of establishing a service to young adults is flexible. Of the components listed below, one is absolutely essential--the salary of a YA librarian." [25]

> "It is the young adult librarian not the collection who is the pivotal figure in young adult services...If the librarian's position is done away with, formally or informally, then young adult services are done away with." [26]

> "The administration must ensure an ongoing program of in-service training, not only for designated young adult librarians and others working specifically with the group, but also for all the staff who come in contact with young adults." [27]

Regarding materials and their organization:

> "Eighty percent of a separate YA collection should be duplicates of adult titles. The other 20% should be composed of teen novels, sport stories and biographies, science fiction, sex education, etc." [28]

> "Collection should include A/V materials and an inviting, informal comfortable atmosphere. No separate room is needed. The YA collection is a springboard to the adult collection and should be placed in close proximity to it." [29]

> "The trend toward interfiling all non-fiction while leaving YA fiction separate is helpful as long as the YA collection is not bastardized, physically and philosophically. In libraries that can't afford to duplicate the adult fiction young adults like, this separate YA fiction section becomes nothing more than a group of teen novels, hardly the introduction to adult materials which YA collections are supposed to be, and should be. One solution is to interfile everything and create

monthly rotating displays on specific interests of teenagers and pull titles from the entire library collection for them." 30

"While no amount of idealism or optimism can remedy the dearth of trained YA librarians, the fact of staff shortages reinforces the need for a specially selected collection which, if maintained conscientiously and changed frequently, provides at least a point of focus and an aid to the young adult reader. Medium-sized libraries (population 10,000-50,000) should not attempt to provide a special room for YA services. The essential factors in providing a separate but not segregated area still remain the librarian and a fluid collection of materials, both book and non-book." 31

"It is recommended that 15% to 20% of the amount budgeted for library materials for the adult section of the library be allocated to maintain a young adult collection and to support use of adult materials by young adults. While all books and non-print materials purchased from these funds will not necessarily be shelved in the YA area, many adult titles should be duplicated for shelving in the YA area, particularly those which have high interest and heavy demand." 32

Regarding facilities:

"More than likely, most library administrators must contend with existing facilities. However, even a small and crowded building can offer a few feet of space especially for young adults...the design, arrangement, graphics, etc. should make it evident that the area is for young adults. The goal should be, not to segregate young adults, but to provide a focal point--to deliver the message that they are welcome in the library and to direct their attention to the materials that have been selected with their interests in mind. It is not advisable to attempt to build a young adult collection with the idea that this effort will satisfy the diverse needs of this group. The goal is to assist in making the transition from the children's department to independent use of the entire library, using a carefully chosen and frequently changed 'core'collection as a means toward the end...

Displays that are interesting and well produced are an important tool for motivating use of a library's resources, but they can also function as a primary information source...In addition to displays and exhibits, directional signs are needed to steer patrons to various collections or service points...Effective guides for using catalogs and locating materials are also important. Young adults are often painfully loathe to expose a lack of savoir faire and, when baffled, are more likely to give up and leave than to ask staff for help...

Ultimately, it is the atmosphere of the library that determines whether a successful YA program is possible. An attractive, comprehensible building, a well-designed service plan, and a good collection will be wasted if the young adult user encounters hostility or distrust in the library..." 33

This researcher has reviewed the guidelines and objectives for five library systems* and found the following repeated guidelines of significance:

1. recognition that the needs of young adults are different in kind and intensity from those of other library users, and that staff and programs of service must be developed accordingly.

2. provide readers advisory and reference assistance, and help young adults to use the total library's resources and research tools.

3. make available information on other services and resources found outside the library.

4. cooperate with schools in creating an awareness of public library resources through faculty contact, visits to classes, library tours, and other programs that involve the public and school library; to promote reading and library usage among young adults.

5. provide programs as varied as the interests of young adults.

6. provide in the library a certain area easily identified as the YA section. The function of this area should not be to segregate young adults, but to provide a focal point.

7. provide outreach library services to young adults who do not or cannot normally come to the library.

8. provision of a separate YA librarian is necessary in larger libraries.

The information needs/library needs identified in Chapter IV of this report will be repeated here. They are:

1. a centralized clearinghouse for career and job information, job training and job counseling.

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*Those examined are from Cuyahoga County Public Library, Alameda County Library System (California), New Jersey public libraries (a statement of guidelines addressed to all public libraries in New Jersey), Denver Public Library, and New York public libraries (Criteria and Guidelines in Planning for Young Adult Services in Public Library Building Programs, NYLA, 1968).

2. the provision and dissemination of comprehensive information about available recreational and leisure time activities.

3. the offering of more arts, recreational, cultural, and leisure time activities.

4. a printed resource directory of youth services.

5. information necessary to support and fulfill needs that result from the developmental changes and challenges of adolescence, including crisis information needs.

6. school-related information and materials.

7. recreational-related information and materials.

8. specific services within Central for the students and teachers of alternative educational programs.

GAPS/LACKS

Where, then are the gaps or lacks in service to young adults? This researcher will list those gaps/lacks which she feels are sufficiently significant to warrant attention and action. Some of these may not be able to be addressed at present, but the intent is to document them for future, long-range planning. Recommendations will be made in the following final chapter that, hopefully, will provide insightful suggestions for meeting these gaps/lacks.

1. The most noticeable lack in service to young adults in Central is in serving their recreational and personal interest needs. Without exception, every article examined revealed this aspect of YA service as its raison d'etre.

The whole philosophy behind young adult services is to promote reading and use of non-print media as a means of helping young adults cope with the pressures of adolescence, and to serve the needs of the whole person, whether those needs are related to the pursuit of formal education or to the search for personal growth and well-being. In fact, much less attention has been devoted in the library literature to the needs for serving the student role of young adults in comparison to serving their personal interest needs. The majority of RPL/MCLS staff comments express this concern for better serving these recreational and personal interest needs.

2. Central lacks a young adult services policy, which is also true for the entire system. Central must decide what are its specific objectives in serving young adults (which is the intent behind this study!) and then design a program for which regular evaluation is built into the program.

3. Inherent in the need to develop a young adult services policy, is the underlying assumption that young adult work is an important priority and that, at least, young adults' recreational/personal interest needs justify differential services and a separate collection. This kind of recognition by Central's staff calls for an awareness of the distinction in the functions of young adult work; that is, school-related reference work and the other function of providing readers advisory for recreational and personal interest reading, making crisis and local information of interest to young adults available to them, providing outreach to the alternative schools and youth agencies in the downtown area, promoting a recreational-related materials collection with exhibits and rotating displays, providing appropriate programming, etc. At present a gap in attitude exists among those staff who feel that young adults should have differential services and those who do not.

4. Another service gap identified is the provision of services to potential young adult users and the attempt to serve a population more representative of all young adults. This task is much more difficult since it requires a commitment to seeking out the potential user by a vigorous outreach program. However, one population already identified and superficially contacted are the students and teachers of the downtown alternative educational programs. Some of the statements of library need from teachers and representatives of these

programs have already been presented elsewhere in this report. Without being specific, what is evident is that these educational programs have limited or no library resources of their own, and that real and potential needs require Central to become more involved in a formalized manner in contacting these various programs to better identify needs that can be served by Central's resources.

Springing from the four lacks just discussed are specific gaps and inadequacies which will be organized by the categories of materials (acquisition and organization), services, and facilities.

Materials

1. The primary lack in the provision of materials is with the high-in-demand/high loss rate items. Rock music is but one example. The high rate of loss is proof of the great demand for this music, but it does create control problems. It is worthwhile making special efforts to find solutions, for the library that claims to serve young adults while excluding their favorite music lacks credibility.

2. A lack in high interest/low level material, both fiction and non-fiction, has also been identified.

3. A lack exists in the provision, organization and dissemination of various kinds of crisis information and information about local services, such as vocational and educational programs for high school dropouts, contraception information, recreational and leisure time activities, etc.

4. The organization and display of recreational-related materials, including A/V materials, is one of the most serious gaps at present. The collection is

probably adequate, but access to it is blocked by barriers that discourage present use and do little to promote additional use.

Services

Since there are at present no special services or programs directed to young adults, the following lacks are considered to be the most important:

1. inadequate directional and instructional aids.
2. inconsistent level of reference service provided for school assignments.
3. inadequate readers advisory service.
4. non-existent outreach service from Central. However, an informal school visiting program and other outreach efforts are in operation from some community libraries and from Extention.
5. lack of Y/A programming, both informational and recreational.

Facilities

1. Teen fiction area lacks sufficient space to have the needed displays and exhibits. It also lacks atmosphere, design, and color that is directed to young adult tastes.
2. On occasion, sufficient working space is lacking in some divisions.
3. The equipment necessary for 8 mm magnetic film viewing is currently lacking.
4. A possible shortage of record players and cassette recorders and typewriters should be investigated. In the case of record players/cassette recorders, there may be a sufficient number of them throughout the library, but their placement may be inappropriate.
5. A separate area suitable for small group discussion among tutors and tutees or small groups of young adults is lacking.

All of the above lacks, gaps, and inadequacies point to the need for someone to take responsibility for Y/A services in Central. This researcher strongly believes that the lack of such a staff person is the most serious lack.

What are some of the potential solutions to the present inadequacies and lacks? The final chapter addresses this question.

VIII. RECOMMENDATIONS FOR ACTION

The recommendations included in this final chapter are directly related to the lacks and inadequacies identified in the previous chapter. These recommendations are for the most part based on a compilation of data from several sources. For the few cases where only one source supplied the content for the recommendation, a note will be made to indicate the source. Naturally, available funding considerations will influence future planning decisions for YA services in Central. With that reality in mind, this researcher has attempted to present recommendations for a minimum level and optimum level of YA services. Most all the minimum level recommendations might be able to be implemented or partially implemented without an increase in present staff; however, if existing staff are able to take on extra responsibilities. Implementation of optimum level recommendations would certainly require an additional staff person.

As a background to the recommendations, this researcher wishes to emphasize that it is imperative to identify and formalize goals and objectives for YA services not only in Central, but also how YA services in Central relate to the entire library system. A systems approach is absolutely necessary so that the following potential problems will not become real ones:

- lack of knowledge regarding youth needs
- unintentional failure to address youth needs
- duplication of services
- misplaced emphasis on programs
- inability to assess relative progress or failure
- inequitable availability

Certainly, the YA consultant has the responsibility to be involved in this kind of system planning. No doubt, the findings that will result from the upcoming community analysis study that is being planned by the branch administration will provide some useful data about young adult needs and already existing resources. Central's

planning should take all such data into consideration.

As part of the systems approach, Central and all its units must become part of the various community agencies' boards and committees so that future planning and services for young adults can benefit from the resources and expertise of other agencies dedicated to serving young adults.* A case in point is the Rochester-Monroe County Youth Bureau, which carries out yearly youth needs assessments and surveys of resources available to young adults and provides planning information about various demographic and socio/economic indicators for all CAM districts in Rochester and towns in Monroe County. RPL/MCLS should be directly represented on the various city/county planning committees that are part of this agency. Reciprocal gains could be anticipated from such involvement.

Of course, if attention shall be devoted to identifying the goals and objectives of YA services in Central, the overall public service goals of Central and MCLS will play a part in this process. For example, is part of Central's purpose the communication of information? If so, this kind of commitment would imply an active YA services role with outreach and promotional work inside and outside the library to encourage more use of Central by young adults.

Creating a YA services policy will also depend on the role that Central wishes to take regarding the provision of services for both functions of young adult work:

* Of the three reports of local youth studies that involved surveys of resources and assessments of needs, not one mentioned the library as a resource for young adults! This researcher feels that one of the reasons the library is not included in such studies is that it has no publicly visible formalized direction or commitment to young adult services, especially outreach. Certainly, some of MCLS's units have built up formalized community contacts regarding youth services, but there is no overall coordination in this regard. The library's commitment to young adult services is just not visible enough to the community.

that is, serving the school-related reference needs and the recreational and personal interest needs of young adults. This researcher strongly believes that Central cannot serve as only a reference/back-up library for young adult school-related needs. Even though this is the major reason for which they use Central, there exists a significant number of young adults (largely younger teens) who also or exclusively use Central to meet their personal interest and recreational needs. Certainly all of the literature examined and the guidelines and objectives recommended by state and national library associations advocate this role.

Other data to substantiate this need are the findings of the secondary school survey that show that young adults are readers.* Ninety-one per cent said they read for pleasure; 58% checked that they read a book for pleasure at least once a week and 40% checked "less than weekly". However, when magazine and newspaper reading is considered, the percentages are much higher for weekly reading. Furthermore, they indicated that they prefer fiction books of various types although the older teens showed more interest in non-fiction. Of those who responded to the question asking them if they'd use a library to obtain the material/information they need, 68% said that they would use a library to obtain the fiction books they want. Non-fiction books are also very popular, and almost the same percentage of respondents indicated they would use a library to obtain the desired non-fiction material.

* Also confirming this finding are studies referred to by Margaret Marshall (see "References Cited") that show that, although teenage use of public libraries is low, the rate of reading as a leisure-time activity is high. However, they are mostly reading materials such as magazines, newspapers, and store-bought paperback best-sellers.

If this function of YA services is to be acknowledged and implemented into a services policy, as this researcher has already stated she feels it should be, then the following recommendations for Central are felt to be absolutely essential to carry out this function as well as the school-related function. The recommendations will be restricted to what is applicable to Central. When pertinent YA service recommendations are identified that are felt to be important, but outside of Central's scope, reference to community libraries will be made.

1. Staff training is absolutely necessary to raise the consciousness of those staff members who do not see the need for differential services, as well as provide practical training for selection of materials, reference interview techniques, etc. for all staff members. As part of their recommendations for how the useful experiences gained from the LSCA-funded, California Young Adult Project (YAP) could be implemented within other public libraries was the recommendation for professional, paraprofessional, and clerical training.* The training recommended centered on attitude clarification, philosophy, and practical aspects of YA work. They stated:

> " In essence, we are advocating strong training programs which will help library employees understand their young adult public. Programs which will suggest and encourage staff to change or adapt themselves, to relax, to make young adults feel welcome, to temper discipline with good nature, to help tell the difference between teenage exuberance and willful disturbance. Such programs require open minds, demand that we strip off our cultural filters, see ourselves as others wee us, and respond to that individual we call young adult." 34

* This article contains much useful and fairly detailed information regarding techniques for staff training.

Staff training is recommended by almost all sources found in the literature search and by several of the MCLS consultants. The former director of RPL also supports the need for staff training. He said that especially because of the history of young adult work here in Central, which has been largely a failure , that many of the staff may have developed certain uneasy attitudes, or have formed certain misconceptions about it. Of all the public service staff questioned, the majority saw the need for staff training and expressed their willingness to participate in such training. Some however, were quite specific in expressing concern for having an effective, quality training program that would be designed with a built-in evaluation system.

2. Materials -Minimum: --Restock high-in-demand/high loss rate items in all divisions and make such items visible and accessible (not in the stacks!).Since control of these items is basically a security problem, individual divisions with administrative support should put renewed effort into providing temporary solutions.

--Each division should carefully evaluate its lower reading/ comprehension level material to determine which subject areas are not represented by such material, and might need to be purchased.

--Each division should carefully assess its A/V holdings to determine what items are particularly relevant to young adult requests, and keep this group in mind when purchasing new A/V material.

--Local information of particular interest to young adults should be collected, displayed, and disseminated preferrably from one location in Central, such as on a large attractive bulletin board. (Near or in teen fiction center??)

--Teen fiction collection should be weeded and the collection re-organized and supplemented with duplicates of some popular-with-teens adult fiction titles, as well as rotating displays of non-fiction titles of interest to young adults. The assistance of the young adult consultant will be required. The objective is to make the materials there more representative of the interests of all young adults and to provide a focal point where they might browse new titles that may lead them to use the entire collection for their personal interest needs. Additional magazines and newspapers of particular interest to teens that are currently in the various divisions might be housed there. This option should be explored further.

Optimum: All of the above plus

--Purchase more new teen fiction titles and duplicates of adult fiction that is recommended YA. Even if these materials cannot, due to space limitations, be shelved in the YA teen fiction area, highlight this new material by creating rotating displays in a browsing area. A planning/policy decision is required as to how comprehensive the YA fiction collection will be; but irregardless, the intent is to regularly highlight and promote a selection of the collection.

--Utilize if possible the space which currently houses Literature's periodicals for additional shelving, if necessary, but primarily for attractive displays, exhibits, a YA bulletin board, and perhaps even two or three

"wet" carrels that could be used for additional study space or a listening post for music or spoken-word recordings. Other methods of providing this listening capacity, besides what is currently available in RFAC, should be explored. The capacity for filmstrips and 8mm magnetic film viewing also should be explored for use in this area. The use of these media in notating exhibits should be encouraged as a means of promoting the collection.

3. In-House Services - Minimum:

-- Design large floor plan signs to be prominantly located in the outer lobby and central lobby; improve the instructions for card catalog use and locate in other strategic areas besides on the wall behind the card catalog (perhaps on the front end of the card catalog); produce an A/V presentation (video or slide/tape) for a general orientation to the resources of Central which would highlight all the divisions and give brief introduction on how to use the library. A more detailed program on library skills/research skills may be desired.

--Prepare handouts for student (or any other user) use that explain how to find information (search strategy) for term papers and explain the use of commonly used periodical indexes, such as the Reader's Guide, N.Y. Times Index, Biography Index, etc.*

--Prepare "pathfinders" (i.e., brief, concise guide to locating information on a particular topic, usually indicating subject

* Of course personal assistance is desired to guide young adults in the use of library tools, but for those who don't ask and for those who ask but adequate time is unavailable, printed guidance is desirable.

headings to use for card catalog search and suggesting other reference material to use) for popular topics or for new or elusive subjects for which information may not be available in standard sources or accessible formats.

--Prepare an 8mm magnetic film catalog and locate it, the 16mm film catalog and any other A/V catalogs (videocassettes, etc.) in prominently visible locations at the card catalog. Like phone directories in telephone booths, they will probably have to be secured to a surface. The intent is to integrate in one central place the access points to the print and non-print materials and thereby promote their use.

--Determine and officially adopt and implement a policy of reference service for school assignments.

--Have public service staff take a more active role in providing readers advisory services, especially when young adults don't ask for help but non-verbally communicate the need for assistance.

--Offer and publicize Saturday afternoon film programs geared to Y/A interests. Explore the best time and make arrangements for other kinds of programming, particularly, job and career information programming and crafts/hobbies programming.

--Act as a clearinghouse and dissemination of information center for all local job information (training and opportunities) for young adults. In part, this function is already being accomplished; however, what may be necessary is repackaging the information already available, publicizing in schools and youth centers, and developing programming that is specifically directed to young adults.

Optimum: All of the above plus

--Offer library skills workshop or pre-arranged informal library instruction to small groups.

--Promote a service for preparation of specialized bibliographies or pathfinders upon request for teachers.

--Offer during peak periods (Thanksgiving vacation, spring recess, some Saturdays) additional guidance by having a term paper clinic or other suitable service to students.

--Sponsor and prepare a taped message for the telephone that announces current recreational and leisure-time activities and happenings of interest to young adults.*

4. Facilities - Minimum:

--Provision of additional tables and chairs and/or study carrels in the central lobby or second floor hallways or lobby or?

--An additional typewriter (or a better typewriter) should be considered.

--Provision of an 8mm magnetic film projector in RAVD for in-house viewing purposes.

* The director of the Rochester-Monroe County Youth Bureau revealed the critical need for such a service.

--Teen fiction area should be "jazzed up" to make it visually attractive and enticing to young adults. Purchase of carpet and large pillows (remove chairs); adding color and texture to the decor with posters; brightly painted walls, mobiles, etc. would greatly enchance an atmosphere appealing to young adults.

Optimum:

--Some kind of provision for A/V recreational-related materials use in or near the teen fiction area, such as "wet" carrels in the hallway to the teen fiction collection.

--Additional space should be provided to enlarge the present teen fiction area, such as the entrance way where Literature currently shelves periodicals, in order to have sufficient space for displays and exhibits.

--A separate teen lounge area located somehwere else in the library would, of course, be ideal for it could house a larger Y/A collection, offer A/V materials use, and provide additional study/work space all in one place. However, this researcher is not convinced of the absolute need for such a lounge at present. Evaluation and additional monitoring of how young adults use a modified, "jazzed up" area would be necessary before deciding on the creation of a teen lounge.

--Provision of a separate area or room for small group discussion and work space.

5. Outreach Services

Outreach services to young adults are based on an important philosophy of library service and require a commitment that once begun must be continued. This researcher is using the term "outreach services" in a very broad sense to include school visiting; regular communication with school representatives; membership on or ad-hoc involvement with various committees of community organizations involved in the youth services delivery system; and active public relations efforts dedicated to having the library represented and promoted at appropriate locations and events (e.g., school, fairs, youth multi-service centers, institutions serving special groups--incarcerated and handicapped-- etc.). The precedent for outreach services in Central has been successfully well established, so the provision of these services to young adults does not depart from any policy or lack of policy. Some community libraries have been offering outreach services to schools and youth organizations for some time, but this has not been the case in Central in the more recent past, at least. A particularly important statement has been chosen to express the basic idea and significance of providing outreach to young adults:

> "As institutions grow and numbers increase, as budgets expand and machines enter the field, it is all too easy to lose sight of the very reason for libraries. All the information, books, films, records, etc. are superfluous if people don't use them. The slogan 'Libraries to the people' needs to be a way of life... Libraries serve individuals, human beings who need attention, want response, and recognition of special needs. Outreach programs try to do this... they try to humanize the institution, make it listen, make it act, make it real... Outreach to teens means going out and finding the young person, treating him/her like a responsible human being; not trying to fit them into a mold... It means a lessening and dropping of the barriers that have kept them away." 35

Minimum:

--Function similar to a school library for the students and teachers of School Without Walls. This might involve attending occasional faculty meetings, giving or arranging book-talks, leading workshops on library research*, etc.

* A part-time faculty person had taught their library skills class, but due to budget shortages this position was eliminated over two years ago.

The intent is to establisn effective, regular communication with the students and teachers of this school.

--Establish effective, regular communication with the librarian and teachers at Interim Jr. High and with teachers or appropriate representatives of the other downtown alternative educational programs that have previously been identified in this report. Through contacts, assess the information and library needs of these young adults and their teachers. The provision of needed services might mean the taking of these services into the schools, or it may require deposit of small collections in some of these locations.

--Consider for preparation a pamphlet such as "Partners in Education"* to be distributed widely throughout the secondary school systems in Monroe County and perhaps other counties in the Pioneer Library System, that will present the reciprocal responsibilities of public libraries (especially Central) and schools in meeting the library needs of students. The intent is to orient the teachers to Central, so that the problems caused by mass school assignments (which causes problems for community libraries also) and unannounced classes or large groups dropping in to use Central will be lessened. The distribution of this kind of pamphlet could be formalized through yearly mail-outs from Central or from community libraries. Such an endeavor may not remedy all the problems, but it will certainly publicize RPL/MCLS's concern and interest in students and the educational process.

* See p.46 in the Appendix.

--Establish representation and/or communication with a variety of types of local youth agencies, such as the Rochester-Monroe County Youth Bureau, and with information and referral services dedicated to teen needs, so that an awareness of youth needs and services is maintained. Not to be overlooked are the agencies serving special groups, such as the physically handicapped and incarcerated young adults. The intent is to be visible to the community and vice-versa. This responsibility belongs primarily to the young adult consultant, but each member unit has an obligation to keep contact open with the local youth service organizations in their service area. Central's service area, the downtown/inner-loop area, contains more youth service organizations, or at least their head offices, than any other area in the county.

Optimum:

--Become involved in the effort of the Rochester-Monroe County Youth Bureau to develop a youth information system. This kind of system is currently concerned with collection of data on youth needs and on current resources, and with the development of a mechanism for collection, storage and dissemination of the information.

--Explore the possibility of UIC developing a Youth Services directory that would improve on the one currently available by being one designed for young adults to use, and not just intended for agency use. Many excellent examples of directories developed by other libraries are available for comparison to the local directory.

Obviously, the carrying out of these minimum-level recommendations would require additional responsibilities for division staff, certain programs like JIC and UIC, the YA consultant, Extension Department, etc. This researcher feels that with effective staff training such additional functions are possible to be handled in a limited manner. Not to be forgotten, are young adults themselves. Central needs to cultivate their involvement in any planning process*, and one obvious way to carry out some of these recommended actions is with their help. For example, young adults could be trained as tour guides for Central, they could assist in programming, publicity, selection of materials, provision of services to other groups, such as senior citizens, etc. Their involvement could be volunteer or monetarily compensated by such training/employment programs as C.E.T.A. or local ones sponsored by the Youth Bureau, CYO, etc. Further exploration of how to utilize and compensate young adult labor in the library should be carried out. However, without a specific person to coordinate and oversee the implementation of some of these recommended actions, this researcher seriously doubts if the necessary commitment and follow-through will occur. And it is impossible to implement the "optimum" recommended actions without a separate staff person.

Several creative ideas for a Y A specialist/ombudsman/librarian have been presented elsewhere (Chapter VI) in this report, and this researcher would like to present at this point her suggestion for what might be possible.

To implement these recommended actions, it is necessary, at minimum, to have a part-time staff person, and at optimum, a full-time staff person dedicated to young

* This researcher found the comments of the high school pages to be very insightful.

adult services. This person need not be a professional librarian but must be someone with enthusiastic interest and successful past experience working with young adults. Although knowledge of Y/A literature and A/V technology and skills would be preferrable, these skills could be acquired through on-the-job training. More important is the appropriate personality, interest in young adults, and communicative skills that would enhance aggressive and effective outreach efforts, for this researcher feels that a concerted outreach campaign, particularly directed at the downtown alternative educational programs, is basic to the future success of a young adult services program in Central.

After weeding, re-organization and "jazzing up" of the teen fiction area-- which would need to be renamed if non-fiction materials are to be displayed there-- the young adult specialist's duties would involve about 30% outreach; 30% inside promotion of Y/A recreational and personal interest reading/browsing area by creating monthly rotating displays, maintaining the Y/A Bulletin Board, providing readers advisory services, arranging recreational and informational programming specifically for young adults; 20% acquisition of YA materials and locally produced crisis and personal interest information; 20%* reference assistance to young adults primarily, but of course, requests from all users would be honored. Part of providing reference assistance would involve the preparation of both printed and A/V instructional aids for student use. Some of these might be prepared by division staff and some by the Y/A specialist.

* The amount of time devoted to providing school-related assistance might necessarily increase during peak periods of Y/A use of Central.

A physical location to serve as focal point would be necessary for this person. Both this researcher and the YA consultant feel that a small desk stationed at the corner next to the card registration counter would be a prime location, since it would allow the person to oversee the recreational-personal interest reading area, while still being centrally located, so that the YA specialist would be visible to young adults, and young adults at the card catalog in need of assistance would be visible to the YA specialist. The intent of the desk or station is not to restrict the person's mobility, but rather to provide a visible location/service that, hopefully, would promote use of the recreational/personal-interest area and would demonstrate to young adults that Central cares about them and acknowledges their needs. In fact, this person should be encouraged to move freely around Central, taking some young adults (or any user who asks or otherwise communicates a need for assistance) to the divisions, the card catalog, etc.

One final comment regarding evaluation is necessary. Especially for the introduction of a "new" service, such as has been recommended, feedback and evaluation mechanisms must be designed into the service from the beginning. This researcher feels that Central must attempt a YA services program, whether based on all or part or other recommended actions that have been suggested in this report, or might arise as a result of interpreting and discussing this report. However, it is not recommended that a YA services program at Central be established in a vacuum-- it must be carefully planned from a systems approach, and be regularly evaluated and re-designed if necessary.

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STAFF INTERVIEW

_____ Division

_____ Date

I. Composition of YA Users

1. Who are they? .....

   Age ..... Race .....Ethnic origin.....

2. Do you have any feeling about from where they come?

   Predominately from immediate neighborhood? .....

   High school referrals from in and outside Rochester? .....

   Branch and/or town referrals? .....

3. What percentage of total users? .....

4. Any increase or decrease in YA's since closing of Teen Lounge? .....

II. Information-seeking Behavior of YA Users

1. How do they use your division? .....

.....

2. Do they frequently ask for assistance? .....

3. What kinds of subjects do they ask for information about?

.....

.....

4. Can you and your resources usually meet their requests?

.....

III. Services to YA Users

1. Do you treat YA's differently than any other user? .....

.....

2. Do you experience any problems or difficulties in serving YA's?

.....

3. Do you offer any special services for YA users? For example, more detailed readers advisory or reference help with school-related activities. .....

.....

4. If their information need falls outside the domain of your division, do you and your staff refer YA users to other divisions of the library or do you try to personally help them by, for example, calling to the relevant division or by personally taking them there, etc.? .....

.....

5. Have you ever (and how frequently) referred YA users to the teen center's fiction collection? .....

6. How could your division improve its service to young adults, if at all?

.....

.....

.....

7. Do you feel the present arrangement is adequate to meet the total informational needs of young adults? If not, why?

.....

.....

8. What kind of services or programs in the Central Library do you feel would be most beneficial to meet the informational needs of YA users? Should the various types and levels of information need affect general service policy?

.....

.....

.....

9. What inter-relationships should there be among various Central library units in the provision of YA materials, services and programs?

.....

.....

.....

10. Who is your YA representative? .....

11. To what extent does your rep. or other division staff participate or attend YA meetings? .....

.....

IV. Acquisition Procedures

1. What is your selection and ordering procedures for young adult materials? Are non-pring media included in your selection procedures? Is there a distinction made in your budget categories for YA material?

.....

.....

.....

2. Do you feel that your present collection is adequate to meet the needs of young adults? if not, what are the weaknesses?

.....

.....

.....

V. Miscellaneous Comments

Do you have any other comments you would like to offer regarding young adults, their needs, their library behavior, services or resources for them, etc. Particularly, comments about the function of the branches regarding YA services, Central library's inter-relationship with branches, the responsibilities of both, etc.

.....

.....

.....

.....

.....

ALTERNATIVE EDUCATIONAL PROGRAMS
FOR YOUNG ADULTS IN THE CENTRAL BUSINESS DISTRICT

The following chart was prepared from information obtained by phone interviews with schools and youth organizations having an educational component. The purpose of these interviews was to learn about the number of students served by these programs, the focus of their curriculum, and the existence of a library and/or librarian supporting these programs.

For the purpose of generating a list of organizations and schools to telephone, "alternative educational program" is defined as those schools or organizations outside the City School District's regular junior and senior high schools that offer courses leading to high school equivalency, a general education diploma (G.E.D.), other types of high school diplomas, or courses for credit that are accepted by regular city public high schools. Although the initial objective was to include only those schools and organizations in the Central Business District (roughly equivalent to the Inner Loop area) whose closest public library would be Central, two exceptions are included -- Neighborhood Street Academy and the Center for Youth Services -- since representatives from both of these organizations indicated that both their staff and students make use of Central*.

In general, providing service to young adults up to the age of 18 was taken as the cut-off age for including the organization in the list, however one exception was made -- Rochester Career Skills Center (formerly Rochester Manpower Skills Center) -- since they accepted anyone aged 18 and up with or without a high school diploma. School Without Walls and Interim Jr. High were included because of the alternative nature of their programs and because of their close vicinity to Central.

(SEE CHART)

* The director of the Center for Youth Services told me that they also make use of Monroe Branch, as it is closer to them.

-- ALTERNATIVE EDUCATIONAL PROGRAMS FOR
YOUNG ADULTS IN CENTRAL BUSINESS DISTRICT AREA --

School/Name of Program	Address	# of Students Served	Curriculum	existence of library and/or librarian
*UPWARD BOUND	40 West Main	80 - 100	basic educ. and remedial skills	small library/no librarian
URBAN LEAGUE *Project Educational Re-Entry	40 West Main	150	basic educ., remedial skills	no
* OPERATION YOUNG ADULT (Roch. City School Distr.)	80 South St.	100	basic educ. and vocational educ.	small fiction collection/ no librarian
* WORLD OF WORK (Roch. City School Distr.)	80 South St.	138	basic educ. and voc. on-the-job training	No, but have access to Operation Young Adult's library
* THRESHOLD	115 S. Clinton	80 - 100	basic educ. and life skills courses	small library/no librarian
SCHOOL WITHOUT WALLS	40 W. Main St.	170	basic educ. and independent studies on a variety of topics	no
INTERIM JR. HIGH	85 Adams St.	450	basic educ. and student interests projects	small library/ one librarian

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-- ALTERNATIVE EDUCATIONAL PROGRAMS FOR YOUNG ADULTS IN CENTRAL BUSINESS DISTRICT AREA --

School/Name of Program	Address	# of Students Served	Curriculum	existence of library and/or librarian
*NEIGHBORHOOD ST. ACADEMY (Roch. City School Distr.)	316 Bay St.	100	NYS equivalency	yes (media center) and RPL station collection/ no librarian
* E.O.P.	120 Franklin St.	60 - 75 (17 and 18 yr. olds)	high school equivalency, college preparation	small lib./ 2 part time librarians
* ROCHESTER CAREER SKILLS CENTER (Roch. City School Distr.)	242 W. Main	100 - 135	basic educ. and vocational educ.	small library/no librarian
CENTER FOR YOUTH SERVICES	258 Alexander St. + two satellites in eastern and western part of the county	120 - 150	educational courses offered for credit, but no degree or equiv. program	small library/no librarian

* Program chiefly for educationally disadvantaged young people, school drop-outs, or young people considered "problems" in the City Public Schools (frequently equivalent to economically and socially disadvantaged.)

DIVISION:

PATTERNS OF INFORMATION REQUESTS

phone inquiries

DATE:

YOUNG ADULT STUDY

Total number of in-person inquiries

I	II		III				IV			V		VI		VII	VIII		
Hour	Question Posed		Type of Information Desired				Ability to Meet Requests			Referred To		Referred From		Branch/ Town	Head-Count		
Record by Hour inter.	In-Person	Telephone	Directional	School-Related	Recreational Personal int.	Other (Specify)	Adequately Meet	Partially Meet	Unable to Meet	Other Division (specify)	Other lib/ agency (spec.)	Other division (specify)	Other library agency (spec)	Request from br./town lib.	Time (record each hour)	Y/A	Total
															9-10		
															10-11		
															11-12		
															12-1		
															1-2		
															2-3		
															3-4		
															4-5		
															5-6		
															6-7		
															7-8		
															8-9		

ROCHESTER PUBLIC LIBRARY

Nov/Dec. QUESTIONNAIRE

The Rochester Public Library is conducting a survey of library users between the ages of 10 to 20. The information you provide us will be used to help plan improved services to teenagers. Please take a few minutes to fill out this questionnaire JUST BEFORE YOU LEAVE THE LIBRARY. THANK YOU VERY MUCH!!!

---

1. HAVE YOU ALREADY FILLED OUT ONE OF THESE QUESTIONNAIRES? YES ____ NO ____

2. CIRCLE YOUR AGE. 10 11 12 13 14 15 16 17 18 19 20

3. ARE YOU A STUDENT? YES ____ NO ____ 4. SEX: MALE ____ FEMALE ____

5. IF A STUDENT, CHECK LEVEL AND WRITE NAME OF SCHOOL.

	NAME OF SCHOOL
____grades 5-6	_____
____grades 7-9	_____
____grades 10-12	_____
____technical/vocational school	_____
____local community college	_____
____4 year college or university	_____

6. IF YOU ARE NOT A STUDENT, DO YOU HAVE A PAYING JOB? YES____ NO ____

7. IN WHICH CITY, TOWN OR VILLAGE DO YOU LIVE? _____

8. IF YOU LIVE IN THE CITY OF ROCHESTER, WHAT IS YOUR ZIP CODE? _____

9. HOW OFTEN DO YOU COME TO THIS LIBRARY? daily____ several times per week ____ once a week____ several times per month____ once a month or less____ once a year____ my first time ____

10. DO YOU EVER TELEPHONE THIS LIBRARY FOR INFORMATION?
have never done so ____ occasionally ____ frequently____

11. IF YOU USE OTHER LIBRARIES BESIDES THIS ONE, CHECK HOW OFTEN YOU USE THEM.

	Daily	Once a week or more	Once a month or more	Once a year or more
another public library	____	____	____	____
school library	____	____	____	____
business/industrial library	____	____	____	____
college library	____	____	____	____

12. WHAT WAS YOUR REASON FOR COMING TO THIS LIBRARY TODAY? (CHECK ALL THAT APPLY)

____browse or read
____take notes from library material
____look for the answer to a question
____study, using my own books
____use microform reader
____meet friends
____find school related material to take home
____find recreational material to take home
____return material
____listen to records or tapes
other
please give reason _____

13. WHY DID YOU CHOOSE THIS LIBRARY TODAY, RATHER THAN ANOTHER LIBRARY? (CHECK ALL THAT APPLY)

because I happened to be closest to this library____
school library not adequate for my needs ____
neighborhood branch library or teen library not adequate for my needs____
other _____ please give reason _____

over →

14. WHAT LIBRARY MATERIALS DID YOU USE IN THE LIBRARY TODAY? (CHECK ALL THAT APPLY)

____materials that can be checked out
____indexes to magazines and newspapers
____encyclopedias
____magazines or newspapers
____microform reader
____pictures or prints
____college catalogs
____career or job material
____card catalog
____records or audio tapes
____8 mm film, filmstrips or video
____other, list _____
____no library materials used

15. WHICH DIVISIONS OF THIS LIBRARY DID YOU USE TODAY (CHECK ALL THAT APPLY)

____Science & Technology
____Business & Social Sciences
____Education, Religion & Psychology
____Literature & Biography
____Sports
____Teen Fiction Center
____Information Services (includes front lobby Information Desk)
____History & Travel
____Local History
____Art
____Record Library
____Children's Room
____Audio Visual Center (films, video)
____Job Information Center

16. DID YOU GET WHAT YOU CAME FOR? YES____ NO____ PARTIALLY____

17. IF "NO" OR "PARTIALLY" CHECK ALL THAT APPLY

____material wanted was not in
____magazines wanted not owned by library
____material available too complicated for me
____books wanted not listed in card catalog
____library too confusing, couldn't find material
____space or equipment overcrowded
____library staff not helpful enough
____catalog and indexes too confusing
____other, give reason_____

18. DID YOU ASK A LIBRARIAN FOR HELP? YES____ NO____

19. HOW HELPFUL WAS THE LIBRARIAN? VERY____ MODERATELY____ BARELY____ NOT AT ALL ____

20. BASED ON YOUR PAST EXPERIENCES, HOW WOULD YOU RATE THIS LIBRARY FOR THE FOLLOWING:

	Excellent	Good	Fair	Poor	Don't Know
library staff are friendly, understanding and interested in helping	☐	☐	☐	☐	☐
convenient hours	☐	☐	☐	☐	☐
simple procedures for checking out and returning materials	☐	☐	☐	☐	☐
pleasing and comfortable atmosphere	☐	☐	☐	☐	☐
sufficient signs and directions	☐	☐	☐	☐	☐
enough available material at the right reading level for my needs	☐	☐	☐	☐	☐

21. WHAT SUBJECTS OR TOPICS HAVE YOU DISCOVERED THAT WE DON'T HAVE ENOUGH MATERIAL FOR?

22. HOW IMPORTANT DO YOU FEEL THE FOLLOWING STATEMENTS ARE FOR THIS LIBRARY?

	Very Important	Important	Not Important	Don't Know
Teenagers need a separate area in this library with books and material for their school & recreational needs.	☐	☐	☐	☐
Teens should have one particular person on the library staff to help them.	☐	☐	☐	☐
More special programs of interest to teens (like films or talks) are needed in this library.	☐	☐	☐	☐
Tours of this library would be helpful to make us aware of what's available and where located.	☐	☐	☐	☐
Personal instruction is needed on the use of library tools (like card catalog or magazine indexes) and how to do library research.	☐	☐	☐	☐

23. I WOULD COME TO THIS LIBRARY MORE OFTEN IF_____

24. AT WHAT TIME DID YOU ENTER AND LEAVE THE LIBRARY TODAY? ENTER _____ LEAVE _____

PLEASE HAND THIS IN TO A LIBRARY STAFF MEMBER AT THE DESK. THANK YOU VERY MUCH!

YOUNG ADULT SURVEY
NOVEMBER 21 - DECEMBER 3, 1977

I. Introduction

This survey was planned to meet one of the study's objectives: determining the young adult usage of Central and learning more about their characteristics and library behavior. It was developed to obtain specific information about young adult users of Central: demographic information (age, sex, student/ employment status, location of residence); frequency of use of Central and other libraries; reasons for using Central; materials and divisions used; degree of satisfaction with facilities, services, materials, and staff; and expectations held by young adults regarding Central's services to them. In order to obtain this information, a survey design and questionnaire were developed. Additional desired information about young adult users of Central will be obtained by random interviews with them.

II. Methodology

The choice of a survey with a self-administered questionnaire as the data collection method was chosen as the best means with limited staff to obtain the desired information from a large number of respondents. Of course, the self-administered questionnaire has its relative strengths and weaknessess; the primary weakness being the inability to monitor the responses, thus increasing the chance of response error. However, it was felt that the survey population would be large enough to counteract this weakness. As it turned out, the sample population became the total young adult users population as it existed during the eleven day period, with every young person between the ages of 10 to 20 who entered Central being asked to complete the questionnaire. The choice of this age range was made to purposefully be as broad as possible in order to find out more about the 5th and 6th grade users and the college age users of Central. More information about these two groups was desired in order to comment about another objective of the study -- i.e., arrive at a definition of young adult -- and to comment on the use of Central made by preteens. The choice of survey dates was based on the researcher's intent to survey the young adult library users during a peak time for their use of the library. It was felt that a peak time use period would provide more respondents and would better test the library's ability to meet young adult demands on the materials and services. The Thanksgiving vacation week (Nov. 21 - Nov. 26 = 5 day week) following (Nov. 28 - Dec. 3 = 6 day week) were chosen based on the recommendations of four division heads. Even though only one day of the Thanksgiving week -- with the exception of Thanksgiving Day, which was a library holiday, of course -- was an official vacation day, a significant difference in young adult usage occured which will be discussed later in the findings section.

Once the survey design was established, a questionnaire was developed. Numerous examples of questionnaires administered in library use studies were examined, as was the researcher's own check list of necessary information to obtain consulted. The resulting questionnaire was submitted to four RPL staff members for critical reactions, and based on their comments a revision was made. This revised questionnaire was pre-tested on 21 young adults, whose comments influenced another minor revision.

Two survey assistants were trained on the procedures of distributing the questionnaire and other matters related to the survey effort. Specific duties were formulated for the person(s) on duty at the front door as well as the person assigned to circulate around Central as a visible reminder to complete the questionnaire and as a resource person to provide assistance in completing the questionnaire if requested.*

The method of implementing the survey was chosen to actively involve all survey workers, and thus hopefully increase the return rate of completed questionnaires. The physical arrangement was a table and chair stationed just inside the front door in the outer lobby so that all incoming users could be seen and questioned to determine their eligibility as potential respondents. Everyone, who appeared to be between the ages of 10 to 20 was asked to complete a questionnaire, even if they had completed one on a prior visit.**

Unless it was immediately obvious, all potential respondents were asked if they were between the ages of 10 to 20. The survey was conducted without any problems for the eleven day period.

Before the findings are discussed a brief explanation of data analysis methodology is necessary.

Processing, tabulating and analysis of the questionnaires required about six weeks. With the help of one assistant, the questionnaires were tabulated in seven student and non/student groupings for each day of the study. Daily and weekly totals were derived, which made the subsequent analysis and report of findings possible. All percentages were rounded off to the nearest percent, so some of the totals may be slightly more than 100%.

The use of "respondent" in this report refers to a young adult whose completed questionnaire was tabulated and analyzed for this report.

For the most part, each question from the questionnaire will be discussed in the "Findings" section from the level of the gross total for all groupings for all days, the gross total for one week compared to another , total for one student/non-student grouping compared to another, and the totals of the student/non-student groupings compared by one week to another.

* Five requests for assistance in completing the questionnaire were encountered.

** As is usual in library use studies, each visit to a library is considered to be unique, so even though the young person may have already completed a questionnaire, his or her subsequent visits were considered unique and therefore required the filling out of another questionnaire. 87 (7 %) actually filled out another questionnaire, while 201 (14 %) refused to fill out another questionnaire.

QUESTIONNAIRE
Young Adult Study
MCLS Member Libraries

I. Staffing and Physical Facilities

1. Does your library have a young adult specialist? _____ Full time or part time? _____ If the Y/A specialist has shared responsibilities with other age levels, specify _____

_____

2. Does your library have a separate room or section of a room specifically planned for Y/A use? _____.

3. Does your library have a separate room for programming? _____ If not, how do you accommodate your space to facilitate groups attending programs? _____

4. Does your library ever use any other community building for Y/A oriented programs? _____

II. Who Are the Young Adults You Serve?

1. What age range or grade level or other definition do you use to identify young adults? _____

2. What age or grade grouping constitutes the majority of your Y/A users? _____

3. What percentage (approximate) of your users are young adults? _____

4. Can this Y/A user group that your library serves be characterized? (e.g., ethnic origin, economically and educationally disadvantaged, upper-middle class, etc.) _____

_____

5. In your opinion, why do young adults come to your library? _____

_____

6. What percentage (guesstimate) of your Y/A users use Central? _____

7. Comment on some of the reasons they use Central and the uses made of Central.

_____

_____

III. Services to Young Adults

1. How do you identify the information needs of your Y/A users? (e.g., statistically, survey, talk to them, etc.) _____

_____

2. Does your library have a written or "understood" statement of objectives, goals, or policies in serving young adults? _____ What is it? (Attach a copy if available) _____

3. Does the Y/A librarian (or other library staff person) take part in school visits? _____ How many schools and classes were visited during the last academic year? _____

Does the visiting librarian have help in school visits? _____

Does the visiting librarian discuss the Central library's services during these visits? _____ Describe any other regular communication between ~~your library~~ and school staff. _____

4. What kinds of programs are scheduled for young adults in your library? _____

How many programs specifically aimed at young adults were offered during the period Sept. 1, 1976-Aug. 31, 1977? _____

How many programs not specifically aimed at young adults but which also appealed to them were offered during the Sept. 1, 1976-August 31, 1977 period? _____

5. Describe any young adult outreach activities (excepting school visits) performed by members of the staff and indicate who performs these outreach activities. _____

6. Check off the in-library activities and services specifically oriented to young adults offered by your library, and indicate who is primarily responsible for them, and if someone usually assists.

	Service/Activity	Who responsible	Who Assists
_____	library instruction		
_____	book-talks		
_____	reader's advisory		
_____	exhibits and displays		
_____	book selection		
_____	A/V selection		
	Other (please list		

7. How, by what criteria, and by whom are services for young adults evaluated? _____

_____

_____

_____

8. What policy does your library practice regarding service to young adults for school assignments? (telephone and in-person)

_____

_____

_____

_____

9. Does your library experience any problems in providing service to young adults? _____

_____

_____

IV. Materials

1. Does your library have a separate Y/A collection or is it (or part of it) integrated into the general collection? _____

_____

2. Estimate the percentages of your total collection for the following categories:

	Y/A	Childrens	Adult
Fiction	_____	_____	_____
Non-Fiction	_____	_____	_____
Magazine	_____	_____	_____

3. Please check and list the approximate percentages of media that your library possesses.

Medium	Quantity of Holdings	% Oriented to Y/A	Circulate (Yes/No)	In-Library Use Possible
Records				
Cassettes				
Filmstrips				
Super and regular 8 mm silent				
Super 8 mm sound				
Slides				
Games/Puzzles				
Multi-media kits				
Other				

4. Budget: What percentage of your total budget for the last budget year was spent on A/V materials? _____

What % of A/V budget was spent on Y/A materials? _____

What A/V medium represents the largest portion of your last year's budget? _____

What % of the total budget was spent on Y/A materials? (print and non-print materials) _____

5. What other print or non-print materials specially oriented to young adults do you possess? (e.g., poster collection, job or career information collection, high-interest/low-level reading books, etc.)

_____

_____

V. Branch/Town - Central Relationship

1. What should the Central library's Y/A services role be in relation to systems' member libraries? _____

_____

_____

2. What do you expect of a Y/A consultant? _____

_____

_____

_____

3. How does your staff make Y/A referrals to Central? (e.g., call ahead to verify material availability; prepare young adult by explaining Centra facilities or arrangement, etc.)

_____

_____

4. Miscellaneous comments that you care to offer vis-a-vis young adults, services, etc.

_____

_____

_____

_____

COMMUNITY LIBRARIES SURVEY
October, 1977

A fairly detailed questionnaire was developed and sent to all professional librarians in MCLS units. The purpose was to obtain information about their young adult users, their facilities, staffing, services, collections, and expectations of Central and the young adult consultant. An additional 28 questionnaires (4 to Livingston/Wyoming and 24 to Wayne/Ontario Library System) were sent out upon request to administrative representatives of Livingston-Wyoming and Wayne-Ontario Library Systems. The questionnaires were then distributed to selected library units.

A decision was made to include all professional librarians in order to obtain all perspectives and differences of opinion. For three of the five sections from the questionnaire, multiple response per question was recorded if a difference of opinion was indicated. The other two sections required information of a more factual nature, so a single response per library was recorded.

A breakdown of returned questionnaires follows:

	# of libraries received	#returned	#Librarians received	#returned
RPL Branches	12	12	26	24
Community Libraries inside Monroe Co.	22	17	57	35
SUBTOTAL	34	29	83	59
Community Libraries outside Monroe Co.	28	18	28	18
GRAND TOTAL	62	47	111	77

Community Libraries inside Monroe Co. that did not respond to questionnaire: E. Irondequoit P.L.
W. Irondequoit P.L.
Mendon P.L.
Parma P.L.
Riga P.L.

COMMUNITY LIBRARIES

ROCHESTER PUBLIC LIBRARY
YOUNG ADULT QUESTIONNAIRE

3/70

1274

1. IF YOU ARE A STUDENT, CIRCLE THE GRADE YOU ARE IN: 7 8 9 10 11 12

2. IF YOU ARE NOT A STUDENT, ARE YOU EMPLOYED? ____yes ____no

3. HOW OFTEN DO YOU USE THIS LIBRARY?
____once a week or more ____once a year or less
____once a month or more ____my first time
____three to six times a year

4. HOW COULD THIS LIBRARY IMPROVE ITS SERVICES TO YOU? _____

_____

5. HOW OFTEN DO YOU USE THE MAIN LIBRARY IN DOWNTOWN ROCHESTER?

____once a week or more ____three to six times a year ____hardly ever use it
____once a month or more ____once a year ____never use it

6. IF YOU DO USE THE MAIN LIBRARY DOWNTOWN "once a year or more", WHAT IS YOUR USUAL REASON FOR GOING THERE? (CHECK ALL THAT APPLY)

____I need school-related material that I can't get at my neighborhood public library.

____I need recreational material for my own interests that I can't get at my neighborhood public library.

____I can't wait for the material to be sent to my neighborhood public library.

____ It is conveniently located near my bus stop.

____ Other (If "Other", please explain)_____

7. IF YOU NEVER OR HARDLY EVER USE THE MAIN LIBRARY DOWNTOWN, WHAT IS YOUR REASON? (CHECK ALL THAT APPLY)

____don't need to use any library much
____get what I need at my local public library
____transportation is difficult
____don't have enough time
____library too big and complicated
____Other (If "Other, please explain)
_____

8. IF YOU HAVE USED THE MAIN LIBRARY DOWNTOWN, WHAT PROBLEMS DID YOU HAVE IN USING IT? (Such as: unfriendly staff; hard to find anything; books not on shelf; etc.,)

_____

_____

9. DO YOU KNOW THAT YOU CAN ASK FOR BOOKS OR OTHER MATERIAL TO BE SENT FROM THE MAIN LIBRARY DOWNTOWN TO YOUR NEIGHBORHOOD PUBLIC LIBRARY? ____yes ____no

10. HAVE YOU EVER ASKED FOR BOOKS OR OTHER MATERIAL TO BE SENT TO YOUR LOCAL LIBRARY?
____yes ____no

11. IF YOU CHECKED "no" IN NUMBER 10, WHAT IS YOUR REASON?

____don't need to
____takes too long to receive material
____Other (If "Other", please explain)
_____

12. PLEASE CHECK WHICH ACTIVITIES YOU WOULD LIKE TO PARTICIPATE IN AND INDICATE THE LIBRARY LOCATION YOU PREFER FOR THESE ACTIVITIES.

____video workshops	____at main library	OR	____at local library
____film/music programs	____at main library	OR	____at local library
____crafts/hobbies workshops	____at main library	OR	____at local library
____book discussion groups	____at main library	OR	____at local library
Other (Write in suggestions)			
_____	____at main library	OR	____at local library
_____	____at main library	OR	____at local library

13. IF YOU WOULD LIKE TO PARTICIPATE IN ANY ACTIVITIES, PLEASE CIRCLE THE DAY AND TIME YOU PREFER.

S M T W TH F S morning afternoon evening

14. WOULD YOU BE INTERESTED IN JOINING A LIBRARY CLUB FOR YOUNG ADULTS AT YOUR LOCAL LIBRARY? (TO HELP WITH PROGRAMS, BOOK SELECTION, PUPPET SHOWS, POSTERS, EXHIBITS, ETC.)

____yes ____no

140

PLEASE RETURN THIS TO A LIBRARY STAFF PERSON. THANK YOU FOR YOUR HELP.

-30-

COMMUNITY LIBRARIES

YOUNG ADULT QUESTIONNAIRE

March 13-18, 1978

The objectives of the survey of young adults in selected commumity libraries are: 1. to obtain further data about reasons for Y/A use and non-use of Central and problems using Central.

2. to obtain data about Y/A knowledge of and use of I.L.L.

3. to assess young adult interest in types of programming and preferred location for programs.

In addition, three questions of specific interest to the community libraries were included at the request of the Y/A librarian.

Selection of which community libraries participated was determined in part by the Y/A librarian's interest in volunteering to participate and by a purposeful selection by the geographical location of the library, so that 5 branches and 6 town libraries representing the four geographical locations in the City of Rochester and the County of Monroe were included.

Young adult librarians were responsible for the distribution and collection of the questionnaire. The Y/A consultant and I visited six of the participating libraries during the survey week, so that direct observation could be made. Completed questionnaires were mailed to the project director daily, so that tabulation could be accomplished.

Analysis of the findings was completed and orally presented to all attending Y/A librarians at a scheduled Y/A program meeting.

During this same period and extending to 4/7/78, I.L.L. request slips for young adults were monitored by the project director in order to determine the quantity of Y/A generated requests and what percentage they represented of all I.L.L. requests.

4/78

ROCHESTER PUBLIC LIBRARY
SECONDARY SCHOOL QUESTIONNAIRE

The Rochester Public Library is trying to learn more about your use or non-use of public libraries in order to plan improved service to students. Please fill out this questionnaire and return it to your teacher. This is not a test. Do not sign your name. Thank you so much for your help.

1. CIRCLE YOUR GRADE IN SCHOOL. 7 8 9 10 11 12 2. SEX: ____male ____female

3. WHAT IS YOUR MAJOR COURSE OF STUDY? ____technical/vocational ____academic college preparation

4. HOW OFTEN DO YOU:

	EVERY DAY	ALMOST EVERY DAY	ONCE OR TWICE A WEEK	LESS THAN WEEKLY
listen to radio	____	____	____	____
watch television	____	____	____	____
listen to a music recording	____	____	____	____
read a newspaper	____	____	____	____
read a magazine	____	____	____	____
read a book for pleasure	____	____	____	____

5. DO YOU READ FOR YOUR OWN PLEASURE? ____YES ____NO

6. IF YOU ANSWERED "YES" in #5, WHAT DO YOU USUALLY READ? (CHECK ALL THAT APPLY)

____mysteries ____popular teen novels ____fiction best-sellers

____science-fiction/fantasy books ____sports stories ____non-fiction

____magazines ____Other (Please explain) _____

7. For the following types of information and materials, mark in the box before the item if you will probably want or need information or material on these items. Then, for all the ones you checked, mark "Yes" or "No" if you think you would use a library for getting the information.

WANT OR NEED THIS TYPE OF INFORMATION/MATERIAL?	WOULD USE A LIBRARY TO GET INFORMATION	
☐ fiction books to read for pleasure	____YES	____NO
☐ non-fiction books to read for pleasure	____YES	____NO
☐ magazines to read for pleasure	____YES	____NO
☐ materials for school-related work	____YES	____NO
☐ music recordings for enjoyment	____YES	____NO
☐ educational and career opportunities	____YES	____NO
☐ available local job training programs and job opportunities	____YES	____NO
☐ automobile/motorcycle repair	____YES	____NO
☐ crafts and hobbies	____YES	____NO
☐ games and sports	____YES	____NO
☐ consumer information on products	____YES	____NO
☐ personal legal information	____YES	____NO
☐ self-understanding and family problems	____YES	____NO
☐ sex education	____YES	____NO

8. BASED ON YOUR EXPERIENCES USING PUBLIC LIBRARIES, PLEASE CHECK HOW YOU FEEL ABOUT THE FOLLOWING:

	STRONGLY AGREE	GENERALLY AGREE	GENERALLY DISAGREE	STRONGLY DISAGREE	DON'T KNOW
If a person knew how to use a public library, he/she could definitely improve himself/herself.	____	____	____	____	____
Public libraries usually do a good job of supplying materials for children and students.	____	____	____	____	____
People who work in public libraries usually provide willing and useful help.	____	____	____	____	____
Public libraries are usually more concerned about books than about people.	____	____	____	____	____
You can usually get a better selection of books at a bookstore rather than a public library.	____	____	____	____	____
Public libraries are too old-fashioned & formal.	____	____	____	____	____
Being in a public library makes me uncomfortable.	____	____	____	____	____
Public libraries don't have much of interest for teenagers.	____	____	____	____	____

9. WHICH LIBRARY DO YOU USE THE MOST REGULARLY?

____school library
____college library
____neighborhood public library
____don't use any library regularly
____main public library downtown

10. WHY DO YOU USE THE LIBRARY YOU CHECKED IN NUMBER 9 MORE OFTEN THAN ANOTHER LIBRARY? _____

_____

11. HOW OFTEN DO YOU USE THE MAIN PUBLIC LIBRARY DOWNTOWN?

____once a week or more
____3 to 6 times a year
____hardly ever use it
____once a month or more
____once or twice a year
____never use it

12. IF YOU DO USE THE MAIN LIBRARY DOWNTOWN ONCE A YEAR OR MORE, WHAT IS YOUR USUAL REASON FOR GOING THERE? (CHECK ALL THAT APPLY)

____I need school-related materials that I can't get at my neighborhood public library or school library.
____I need recreational-related materials that I can't get at my neighborhood public library or school library.
____It is conveniently located near my bus stop.
____more convenient hours of service than other libraries
____Other reason (Please explain) _____

13. IF YOU NEVER OR HARDLY EVER USE THE MAIN PUBLIC LIBRARY DOWNTOWN, WHAT IS YOUR REASON? (CHECK ALL THAT APPLY)

____don't need to use any library much
____get what I need at my neighborhood public library
____get what I need at my school library
____hours are inconvenient
____getting there is difficult because of transportation problems
____don't have enough free time
____library too big and complicated
____Other reason (Please explain) _____

14. IF YOU HAVE USED THE MAIN LIBRARY DOWNTOWN, PLEASE MAKE CRITICISMS OR SUGGESTIONS ON HOW ITS SERVICES COULD BE IMPROVED FOR YOU. (Possible ideas: friendlier staff; better signs and directions; more study space; better records)

_____

_____

____It's fine the way it is now

15. PLEASE CHECK WHICH ACTIVITIES YOU WOULD BE INTERESTED IN PARTICIPATING IN, AND CHECK WHICH LIBRARY LOCATION YOU PREFER FOR THESE ACTIVITIES.

____video workshops	____at main downtown library	OR	____at neighborhood library
____film/music programs	____at main downtown library	OR	____at neighborhood library
____job opportunities workshops	____at main downtown library	OR	____at neighborhood library
____crafts and hobbies workshops	____at main downtown library	OR	____at neighborhood library
____book discussion groups	____at main downtown library	OR	____at neighborhood library
____Other (write in suggestions)			
_____	____at main downtown library	OR	____at neighborhood library

SECONDARY SCHOOL SURVEY

Introduction and Methodology

In order to obtain information about library behavior from a broad sample representative of Rochester young adults, 6 Rochester secondary schools were selected --- Marshall, Madison, Edison Tech., Monroe, East High and Bishop Kearney. The purpose behind this survey was to learn about the information needs, media usage, attitudes about libraries, and use of libraries by young adults who don't use libraries regularly. This group is of particular interest since these young people represent potential library users who may be encouraged to use libraries if libraries can be responsive to their needs and interests.

Much thought was put into a method of drawing a sample, and using the structure of the public/parochial secondary school system was determined to be the best method of reaching as broad and comprehensive a sample as possible. This researcher seriously considered obtaining a sample from youth organizations and schools that serve the drop-outs, "problem" kids, etc. -- typically non-library users; however, it was felt that the findings would not be sufficiently representative or comprehensive to contribute any valid ~~information~~ data. In spite of this concern and the resulting sample design, only 46 respondents were identified as "non-users". Perhaps it would have been more beneficial to have weighted the sample by including only the "problem" young adults from these various organizations and schools that serve the drop-outs and educationally and socially disadvantaged.

Other resources and data are available, however, to obtain information about the target population that this study was designed for. A one-day (Saturday) survey was conducted at Midtown plaza of which the results will be discussed later in this paper. Additional resources --- needs assessments and local surveys of youth, etc. --- will be referred to in the final report.

The sample was to have been composed of two English classes for three grade levels at each school. However, because of the loss of instructional time caused by the winter snow storms and other shcool surveys, permission was granted in only two of the schools. In these 2 schools --- Madison and Bishop Kearney --- the questionnaire was administered by the English teachers.*

I managed to gain permission to either administer the questionnaire myself or let the teachers administer it in three other schools --- Franklin, Monroe, and Douglas. These arrangements were made through the kind cooperation of the school librarians, with the following variations: Franklin - I administered the questionnaire to six study-halls. A few questionnaires were distributed in the school library.

* The principal at Madison gave permission for the survey in the English classes and assured me that he would oversee the survey, but as it turned out, only 3 classes (one per grade level) were given the questionnaire. Response was very low.

Monroe - The teachers of the 7th and 8th grade clusters administered the questionnaire to two English classes per grade level. In addition, I administered it to 3 joint study halls in order to obtain 9th-12th grade respondents.

Douglas - the school librarian oversaw the administration of the questionnaires by English teachers to 3 classes each of 7th and 8th graders.

The original study design of 2 classes of 3 grade levels at each school had to be modified somewhat, since study hall respondents were of various grade levels.*

Of the 773 returned questionnaires, only 557 were processed, in order to counterbalance the non-representative sample. Some schools and some grade levels were overly represented, depending a lot on the manner and method by which the teacher or librarian at the school handled the distribution process. Therefore, I tried to remedy this sample fault by selecting for processing a more nearly equal amount per grade level and per school, so that no school or grade level would be overly represented in the sample. The only case where it was impossible to do this was for Madison High School. I'm not sure exactly what occurred there, but only 39 questionnaires were returned. Since so few questionnaires were returned, the 11th grade sample, particularly, is small (46 total respondents), since the 11th grade respondents were to have been drawn from Madison and Franklin.

In spite of the limitations and problems with obtaining a representative sample of Rochester young adults, I feel the survey was worth the effort for even if it failed to provide much data on the "non user", the very fact that the students were not surveyed inside a library should provide another source of data to validate, question, and supplement the data already gathered by in-library surveys.

Findings

Number of Questionnaires Returned and Processed by Grade Level:

(see next page)

* As it turned out, the respondents from the study halls were generally observed to be the less academic, less serious student -- exactly the kind of students this researcher was looking for.

Grade	Returned	Processed
7th	165	95
8th	164	98
9th	129	98
10th	163	116
11th	46	45
12th	106	105
	773	557

Number of Questionnaires Returned and Processed by School:

School	(Grades Included)	Returned	Processed
Douglas	(7th & 8th)	180	102
Madison	(9th, 10th, 11th, 12th)	39	37
Monroe	(7, 8, 9, 10, 11, 12th)	223	166
Kearney	(9th, 10th, 12th)	204	148
Franklin	(9th, 10th, 11th, 12th)	127	104
		773	557

As already mentioned, because of having an imbalanced sample for certain grades and schools, not all the returned questionnaires were processed. Monroe High School's sample is higher than the others for two reasons: 1) Using the study halls as one mechanism for obtaining the respondents provided respondents from more grade levels than planned; 2) Since this is the closest (walking distance) secondary school to Central, it was felt that a larger sample would be useful. In addition, some questionnaires were voided for being improperly completed.

Totals for Sex and Major Course of Study

Grade	Males	Females	Sex not Indicated	Tech/Voc.	Academic	Not Indicated
7th	39	55	1	18	11	66
8th	35	60	3	9	29	60
9th	40	55	3	14	68	16
10th	63	51	2	26	57	33
11th	15	29	1	11	20	14
12th	48	56	1	17	67	21
Overall TOTALS	240	306	11	95	252	210

The proportion of male to female is nearly representative of the proportion in the City secondary schools. However, an analysis of the findings by major course of study

MIDTOWN SURVEY

The survey of Saturday, April 15, 1978, at Midtown Plaza was conducted with the intent to determine if a shopping mall is a good survey site to obtain data from library non-users. On addition, a non-institutional site was desired to obtain a small sample to see if there would be any significant difference between the findings for the two samples.

Ellin Chu, the young adult consultant, and I conducted the survey for a 5 hour period, 11:30 am - 4:30pm, stationed at a table with a bulletin board display of record posters, signs and attractive Y/A booklists. In addition, we had a 8 mm cartridge projector showing films of interest, hoping to attract the attention of young adults. We found that the display attracted all age groups, and for the most part, we had litt difficulty getting young adults to complete the questionnaire.

As it turned out, only 4 non-users were identified out of the 74 questionnaires that were completed and processed. The ratio of non-users to users is somewhat smaller in the Midtown survey than in the high-school survey, however the midtown sample size may have been too small to use as a unit for comparison. However, a one-day survey is not sufficient to determine if a shopping mall is the best place to survey non-users. Also, it must be remembered that taking part in the survey was purely voluntary and in fact, required some interest and initiative on the part of the young adults who passed by our table. Probably the type of young adult who doesn't use libraries or rarely uses them is not the type who will voluntarily approach an exhibit and fill out a questionnaire. So, it is not necessarily valid to assume that this type of young adult is not "hanging around" the mall just because so few were identified in the survey.

TOTALS FOR GRADE LEVELS, SEX, AND MAJOR COURSE OF STUDY

Grade	#of Respondents
7th	15
8th	20
9th	9
10th	15
11th	8
12th	7
	74

Sex and Major Course of Study		
MALE	24	
FEMALE	44	
not indicated	6	
	74	
technical/vocational		11
academic		19
not indicated		44
		74